

# TEST ADMINISTRATION MANUAL



**ELDA**  
English Language Development Assessment

Reading  
Writing  
Listening  
Speaking

grades

**K-2**

**3-5**

**6-8**

**9-12**

**South Carolina  
Department of  
Education**

Spring 2007

## **SPRING 2007 ELDA K–12 TESTING SCHEDULE**

<b>DATE</b>	<b>ACTIVITY</b>
January–February	Schedule and conduct training sessions for School Test Coordinators (STCs), test administrators (TAs), and monitors.
Monday, December 4–Friday, January 12	Districts order customized test materials online from Data Recognition Corporation (DRC).
Monday, February 26	State ELDA testing window begins.
Friday, April 20	State ELDA testing window ends.
Within one to three days after testing:	District Test Coordinators (DTCs) return all test materials to DRC.

Districts will have six weeks within the state window in which to administer the ELDA. Because spring break occurs during the state window, it is not necessary for the district window to be six consecutive weeks.

DTCs are responsible for training all personnel who will be administering the ELDA.

## **ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT (ELDA)**

Developed by

THE STATE COLLABORATIVE ON ASSESSMENT AND STUDENT STANDARDS (SCASS)  
for Assessing Limited English Proficient Students (LEP)

and

American Institutes for Research

with operational support provided by  
Data Recognition Corporation

The ELDA is a product of the collaboration among LEP SCASS member states, the Council of Chief State School Officers (CCSSO), and the U.S. Department of Education. Funding to support development of this assessment has come from LEP SCASS member states, CCSSO, and the U.S. Department of Education through a Section 6112 Enhanced Assessment Instruments grant.

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Georgia	Louisiana	Oklahoma
Indiana	Nebraska	South Carolina
Iowa	Nevada	Virginia
Kentucky	New Jersey	West Virginia
	Ohio	

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## INTRODUCTION

Title III law, a part of the No Child Left Behind Act of 2001, requires that states develop annual measurable achievement objectives (AMAOs) for limited English proficient students. These objectives are to include (1) annual increases in the percentage of students making progress in learning English; (2) annual increases in the percentage of students attaining full English proficiency; and (3) adequate yearly progress (AYP) for limited English proficient (LEP) students. The English Language Development Assessment (ELDA) was developed to serve as the tool for gathering necessary data for establishing and reporting AMAOs 1 and 2. The ELDA consists of four tests designed to measure academic and social language proficiency in the domains of listening, speaking, reading, and writing. From the listening and reading tests, a comprehension score is calculated. Overall English proficiency—ELDA level (1–5)—is based upon a composite score that is derived from all four domains: listening, speaking, reading, and writing.

The ELDA test was developed collaboratively by member states in the Limited English Proficient State Collaborative on Assessment and Student Standards (LEPSCASS) and the Council of Chief State School Officers (CCSSO), and was partially funded by a grant from the U.S. Department of Education. The first statewide administration of the ELDA in South Carolina took place in spring 2005. This first administration involved all limited English proficient students in grades 3–12. A K–2 version of the assessment has since been developed and was administered to all K–2 limited English proficient students in spring 2006.

### USING THIS MANUAL

This *Test Administration Manual (TAM)* for the ELDA contains general information about the assessment and specific information about administering the reading, writing, listening and speaking ELDA tests for grades K–12.

The information in this manual is essential to the successful administration of the ELDA. Before administering this assessment, review the information in this manual to familiarize yourself with the assessment administration procedures.

## **TEST SECURITY**

### **LEGAL REQUIREMENTS FOR TEST SECURITY**

S.C. Code Ann. § 59-30-10 (i) (1990) requires the State Board of Education, through the State Department of Education, to provide for the security and integrity of the tests that are administered under the assessment program.

S.C. Code Ann. § 59-1-445 (Supp. 2002) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
  - (a) Give examinees access to test questions prior to testing;
  - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
  - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
  - (d) Make answer keys available to examinees;
  - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
  - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the State Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.

- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the State Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

## **TEST SECURITY**

### **STATE BOARD REGULATIONS**

S.C. Code Ann. § 59-1-447 (1990) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 24 S.C. Code Ann. Regs. 43-100 (Supp. 2003), are reprinted below:

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
  - A. The statewide tests, as defined in the State Board of Education Regulation 43-262, including field tests and pilot tests;
  - B. Examinations for admission to teacher education programs and teacher certification examinations;
  - C. Examinations for admission to programs such as the gifted and talented program;
  - D. The High School Equivalency Program test (GED).
- II. As used in this regulation, “local school board” means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district-owned materials that are the same as those used in any State-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the State Department of Education (SDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.
- V. State-owned test materials and district-owned materials that are the same as those utilized in any State-mandated testing program must not be used for census testing in the grades included in the State-mandated program(s) except on testing dates specified by the State Department of Education.

## **TEST SECURITY**

- VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SDE.
- VII.
  - A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;
  - B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).
- IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
  - A. Failing to administer tests on the test dates specified by the SDE.
  - B. Failing to maintain an appropriate testing environment, free from undue distractions.
  - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
  - D. Providing examinees with access to test questions or specific test content prior to testing.
  - E. Providing examinees with access to answer keys prior to or during testing.
  - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content.
  - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test.

## **TEST SECURITY**

- H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
- I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.
- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the ELDA subtests being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization, modifications) than appropriate.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division (SLED).

## **TEST SECURITY**

- XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the State Department Education at the discretion of the State Board of Education.
- XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credentials of an educator may be suspended or revoked based on evidence of violation of test security provisions.

### **GUIDELINES FOR REPORTING TEST SECURITY VIOLATIONS**

All suspected test security violations as defined in S.C. Code Ann. Section 59-1-445 (2004) or 24 S.C. Code Ann. Regs. 100 (2003) will be reported to the South Carolina Law Enforcement Division (SLED) in one of two ways: (1) for investigation or (2) for information. Allegations in which someone knowingly or willfully violates provisions of the SC Code will be referred to SLED with a request to investigate. Allegations in which someone may have violated a State Board Regulation will be referred to SLED for information.

Suspected test security violations must be reported to the Office of Assessment but also may be reported directly to SLED by the district. Internal review committees within the Department of Education will review all of the circumstances of each reported case and make a determination of the action to pursue. As appropriate, the district will be notified by the SDE when the report is forwarded to SLED. Reports may serve as a basis for initiating invalidation of test scores or for other action by the State Board of Education. The SDE will notify the district when the SDE receives a final report from SLED.

The following guidelines outline the steps that should be followed when investigating a suspected test security violation and the documentation that must be provided to the Office of Assessment when reporting the results of the district investigation into the incident.

1. If a test security violation is observed within a school, the individual(s) observing the incident must notify the School Test Coordinator (STC) or District Test Coordinator (DTC) as soon as possible. The STC must notify the DTC immediately regarding the violation.
2. The DTC and the STC are responsible for conducting a comprehensive investigation to reconstruct what occurred to cause the allegation. The investigation should capture information including the “who, what, where, when, and how” of the incident. As soon as possible after learning of the incident, the STC and/or the DTC should interview each person involved with the incident; all interviews should be conducted individually to elicit the most reliable information. Open-ended questions should be used during the interview process to obtain the most compelling evidence. In the case of student interviews, the STC should write a summary of the information learned from each student; it is not necessary to have the students provide a written statement. The STC should obtain a written statement of the events from each adult involved in the situation, including the accused. Statements should be signed in ink and dated (dd/mm/yy).

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3. The STC and/or DTC must write a summary of the information obtained from all persons with knowledge of the incident as a result of the interviews. The summary should provide a reconstruction of all events pertinent to the allegation giving all related facts. The summary should not include judgments or conclusions regarding the guilt or innocence of the accused. The summary should include statements that explain how the violation was reported to the STC and information that support or refutes the credibility of any witness. In the summary, the STC or DTC should discuss any actions taken as a result of the investigation and should indicate if the district has already referred the allegation to SLED.
4. The DTC will forward his/her report to the SDE. In addition to the summary of the incident, the following information must be provided, as appropriate and available:
  - a. name of testing program (e.g., ELDA)
  - b. the name of the person reporting the alleged violation
  - c. date(s) of the alleged test security violation
  - d. district name
  - e. school name
  - f. first, middle, and last name of person who allegedly committed the violation
  - g. teacher certification number, if applicable
  - h. the test subject area(s)
  - i. the grade level of the test(s)
  - j. security number from the students' test booklets/documents
  - k. student(s) impacted by the violation, if applicable, giving the first, middle, and last name and student ID numbers (If the allegation involves a group of students, all would be listed.)
  - l. student ID numbers (If it is a class of students, all would be listed.)
  - m. gender of each student
  - n. ethnicity of each student
5. To protect the confidentiality of the parties involved, all documents must be mailed to the Director of Assessment, 607 Rutledge Building, 1429 Senate Street, Columbia, SC 29201. Documents may also be faxed as long as a staff member in the Office of Assessment is notified immediately prior to sending.

Districts are encouraged to establish internal reporting procedures to supplement these guidelines.

## TEST SECURITY

### TEST SECURITY VIOLATIONS AND STUDENTS WITH DISABILITIES

DTCs and STCs should work closely with special educators at the school level to ensure that all accommodations and modifications, allowable on the ELDA, are provided for students with disabilities in accordance with each student's individualized education program (IEP) or 504 Plan.

The State Board of Education Regulation 24 S.C. Code Ann 59 (2003) states that **not providing** accommodations (to include customized test forms and modifications) as specified for students with IEPs or 504 Plans **or** providing **more** accommodations (customization, modifications) than specified are considered breaches of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

In the event of a test security violation involving testing accommodations or modifications for students with disabilities, the DTC must report the test security violation in accordance with the procedures outlined in the previous section.

**The school/district must also convene the IEP/504 Plan team to review the test security violation.** During the meeting of the IEP/504 Plan team, the team may consider only the testing accommodations or modifications as written in the IEP/504 Plan and may not change the accommodations or modifications specified in the plans. The team must address the test security violation as follows. If a student

- **received a modification** that is not specified in the IEP/504 Plan, the team must invalidate the test administration by placing a Do Not Score label on the student's test booklet/answer document.
- **received an accommodation** that is not specified in the IEP/504 Plan, the team must determine whether the unauthorized accommodation causes the test administration to be invalid.
- **did not receive a testing accommodation or modification** that is specified in the IEP/504 Plan, the team must determine whether the test administration is valid without the specified accommodation and/or modification.

If the IEP/504 Plan team determines that

- the test administration is valid, the test is returned for scoring. Remember to mark the correct accommodations and modifications codes on the front cover of the student's test booklet/answer document.
- the test administration is not valid, the district must invalidate the test by placing a Do Not Score label on the student's test booklet/answer document, report the violation to the SDE, and return the test booklet/answer document to the contractor.



## TEST SECURITY

### ADMINISTRATIVE GUIDELINES

#### TEST ITEMS ARE SECURE

While the ELDA K–2 inventory items are not secure, they should not be widely disseminated. ELDA 3–12 test items are secure. It is not permissible for monitors, TAs, STCs, DTCs, parents, principals, or other school personnel to open 3–12 test booklets for the purpose of reading test items.

Do not leave secure materials unattended at any time. If a TA must leave the room before testing begins, the test booklets should be placed in a secure, locked cabinet, closet, drawer, etc., or all test booklets should be taken with the person.

Monitors, TAs, STCs, and other school and district personnel (including principals, assistant principals, and guidance counselors) are not permitted to read test items before testing, during testing, or after testing.

Teachers should not discuss test items with students even if students ask questions about content on the tests. TAs should take extra care when reviewing or answering questions during the testing period.

After testing, access to secure materials is restricted to **supervised** sessions for completing or editing demographic codes on student test booklet/answer document covers.

#### TEST SECURITY AGREEMENT FORMS

All school and district personnel who will have access to secure test materials are asked to sign the *Agreement to Maintain Test Security and Confidentiality* form. Two types of forms are available for district/school use. One form is for DTCs and STCs; the other form is for test administrators, monitors, and all other personnel who may assist with testing. Test security forms should be signed after each person has participated in ELDA training. The DTC is responsible for collecting and storing the forms for three years.

These forms are provided in **Appendix D**. They may be copied. Districts may add their own test security agreements.

#### CODING OF DEMOGRAPHIC INFORMATION ON TEST BOOKLETS AND ANSWER DOCUMENTS

Sessions supervised by the STC for the coding of student demographic information may be held no more than two weeks before testing. Access to the test booklets (K–2) and answer documents (3–12) is restricted to the labeling and coding of the outside and inside of the front covers (pages 1 and 2) of the test booklets and answer documents.

#### POLICY ON USE OF ELECTRONIC COMMUNICATION, IMAGING, AND PHOTOGRAPHY DEVICES

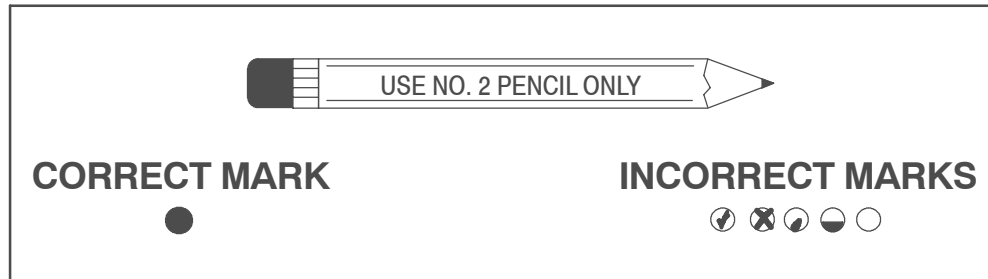
Students **may not** bring into the testing location **any electronic or other device** that can be used for communicating, timing, or imaging. These devices include, but are not limited to, cell phones, pagers, beepers, headphones, stopwatches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device.

## TEST SECURITY

### TEST ADMINISTRATOR AND MONITOR PARTICIPATION DURING TESTING

During testing, TAs are encouraged to walk around the room to check that students are following the directions for appropriately darkening bubbles for multiple-choice items, and working on the lines or in the space for constructed-response items.

The diagram below shows an example of correctly and incorrectly marked bubbles.



If a problem is detected, such as a student drawing a single line through a bubble, it is permissible to alert the student. It is also permissible to give general reminders to the class. For example, the TA could say “Remember to do a good job of erasing if you need to change an answer.”

While walking around the classroom, it is also permissible for TAs to check that students are following the directions for marking their responses in the correct section of the answer document. For example, answers to questions in the reading test must be marked in the corresponding section of the answer document. The TA may remind students that writing responses must remain inside the page border to be scored.

TAs should remind students to complete all questions in a given section of the test. The TA may say to the class “Remember to continue working until you come to the stop sign.”

It is not permissible, however, to stop and read test items or students’ responses in their test booklets/answer documents or to indicate to students that they should change their answers in any way. TAs should **not** look through the students’ test booklets/answer documents after they are turned in to make sure that all questions were answered.

### TESTING NOTIFICATION

DTCs and STCs should make sure that students and their parents or guardians are notified about the testing schedule. All parents should be told in advance the dates and times each test will be administered.

Parents should be notified, **in advance**, of any special conditions that will apply to the testing of their children.

## **TEST SECURITY**

### **TESTING DAYS AND HOURS**

As stated in the State Board Regulations, all schools must administer tests on the dates specified by the SDE. Districts should determine policies for the testing hours in their schools. Testing may begin at any time during school hours that allows sufficient time for students to complete the assigned test. For example, a test could begin at 1 P.M., providing that school hours continue to 3 P.M. or later.

- The ELDA is not a timed test. Therefore, students should be given as much time as they need to complete each section of the test. Since some students may take a much longer time period to finish testing than other students, districts should develop guidelines for schools to follow regarding what TAs may tell students who have completed and turned in their test for that day.
- The length of time the school can allow a student to continue working on a test is dependent upon the student, the testing situation, and the information available to the TA. As long as the student actively works on items (e.g., bubbling responses and writing), the TA must allow the student to continue with the test.
- District policy should dictate whether staying after school to administer or take tests is an acceptable option. ELDA tests, however, must begin and end on the same day unless the student has an IEP specifying administration of a single test over several days.

### **APPROPRIATE TEST ENVIRONMENT**

Planning for and providing an appropriate test setting is essential. The following are some considerations for ensuring that all students have an equal opportunity to perform their best on the ELDA.

- Students should be tested in rooms that have good lighting, adequate ventilation, and sufficient space.
- Schools are strongly encouraged to avoid large-group administrations in settings such as the library or cafeteria.
- Testing in a familiar classroom setting should reduce test anxiety for students and should simplify test security.
- Freedom from interruptions or distractions is important to any testing environment; the classroom should be quiet. A “Do Not Disturb” sign is included in **Appendix D**; it may be removed from this manual and taped to the outside of the classroom door.
- Word walls must be taken down or covered during any type of testing. Any subject-related materials must be covered or removed from the walls, doors, windows, student desks, floors, ceilings, or windows before test administration begins.

## TEST SECURITY

### MAKE CONTINGENCY PLANS FOR DISRUPTIONS DURING TESTING

Make contingency plans for unexpected disruptions. Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. TAs should know how to handle disruptions such as unruly students, students arriving to school late, parents wanting to pick-up children during the test period, etc.

### FIRE DRILLS, BOMB THREATS, POWER FAILURE

If a **fire drill or bomb threat** occurs during testing, the TAs should collect the booklets and other secure materials as the students file out of the room. The TA can keep the booklets secure by taking them outdoors or locking them in a secure location within the classroom.

If a power failure occurs early in the day, wait a reasonable amount of time to determine if testing can begin or resume on that day. If power is off for several hours, reschedule the test administered that day to another day within the state testing window.

### TESTING IRREGULARITIES

Often incidents occur during testing that may impact a student's score. Testing irregularities are defined as any situation that interferes with the usual or prescribed testing procedure as specified in the *TAM*. For example, a student may become ill or a disruptive student may disturb classmates taking the test.

STCs and DTCs need to be informed of these situations so that a decision can be made regarding the validity of the student's score. The *ELDA Irregularity Form*, found in **Appendix D**, is provided so that test administrators can record and report these incidents to the STCs.

TAs should report any incident on the form that is believed to significantly affect a student's score. It is not necessary to record minor incidents such as a sleeping student, a daydreaming student, a student reading aloud, or accidental noises such as a garbage truck or the Public Address system.

**STCs, in conjunction with the DTC, should collect and review the irregularities to determine if the school or district should take further action.** Some irregularities may necessitate the addition of an explanation to a student's record.

Each DTC must keep the *ELDA Irregularity Forms* on file for one year. **Do not send these forms to the test contractor.**

### STUDENT CHEATING

When cheating is suspected, the school should follow policies and procedures established by the district for investigating and documenting this type of incident. If cheating is confirmed, the STC may choose to place an unscorable document label on the student's test booklet/answer document before returning it to the contractor. The STC should also attach a note to the student's score report indicating the violation and stating that the specific scores may not be representative of the student's proficiency. It is not necessary to report student cheating to the SDE.

## **TEST SECURITY**

### **STUDENT ILLNESS OR HOSPITALIZATION**

Students who are described by a doctor as “physically and/or mentally unable to test” or “medically unable to attend school” during the testing window should be added to the “Students Not Tested on ELDA Report.” Be sure to request the proper medical documentation from the parents following the Guidelines provided by the Office of Research in their 2006 memo. Place an **unscorable document label** on the student’s test booklet/answer document before returning it to the contractor.

### **STUDENT INJURY**

Students who suffer injuries may be scheduled for testing later in the testing window if the student’s condition warrants this delay. If a student cannot write or bubble answers because of an injury, such as a broken arm, the testing may be delayed and the student may follow any of the options listed as an accommodation on **page C–2**. These accommodations include changing the setting, timing, scheduling, presentation, or using one of the alternative response options. For example, some students find it easier to use a computer to type responses when they have a broken finger, broken wrist, or a broken arm. Other alternatives include having the student indicate the answer choices non-verbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in **Appendix C**.

### **STUDENT BECOMES ILL DURING TESTING**

If a student is nauseated, vomits, bleeds, or displays other severe distress symptoms, the following guidelines offer appropriate actions for the TA and the STC to implement as needed. For any of these situations, document the incident in the student’s records, indicating that the specific score may not be representative of the student’s achievement.

### **GUIDELINES FOR STUDENTS WHO BECOME ILL DURING TESTING**

1. The TA should excuse the sick student from the testing room. The TA should not leave the room. If possible, send a monitor to accompany the child to the restroom, nurse’s office, or other sick room.
2. If necessary, school procedures for dismissing students from the room should be followed as specified by school policies and procedures. Students should take a supervised break until the sick child is situated and the student’s desk and the classroom have been cleaned. The determination to remove students from the classroom depends on the severity and the timing of the sickness. If available, students could be moved to another classroom to complete the test.
3. The TA can retrieve and save the student’s test booklet/answer document for further use if it was not severely damaged. Reusable test booklets/answer documents are those that can be scanned by a machine and therefore scored.
4. It is acceptable to transfer student responses from the damaged test booklet/answer document to a new test booklet/answer document (obtained from the school overage) if the transcription can be accomplished in a safe, supervised, and secure manner.

## **TEST SECURITY**

5. The TA should return the partially completed test booklet/answer document to the STC and sign in the test booklet/answer document.
6. Damaged test booklets/answer documents should be destroyed or disposed of in a secure manner (e.g., shredding, burning) and this action must be documented on the Security Checklist so that test integrity is maintained at all times.
7. If a new test booklet is needed during make-up testing, obtain the appropriate grade cluster and test booklet (and answer document, if applicable) from school overage, remembering to sign for the materials on the security checklist at the appropriate times. The security number of the new test booklet/answer document must be entered in the appropriate place on the security checklist.
8. Remember to place a single document label on the new test booklet/answer document and handcode all student demographic information. Follow the directions provided in **Appendix A**.

## DTC, STC, TA, AND MONITOR REQUIREMENTS

### DTC AND STC REQUIREMENTS

- DTCs and STCs are responsible for knowing and understanding all of the policies and procedures given in the *TAM*. DTCs are also expected to follow these additional procedures set forth in the *DTC Manual*.
- DTCs **must** attend the spring pretest workshop presented by the contractor and the SDE to receive training on test security procedures, the receipt and return of test materials, and other policies and procedures regarding the administration of the ELDA. STCs may also attend this workshop.
- DTCs **must** conduct training sessions for all STCs. This training should include all information provided at the spring workshop.
- STCs **must** be certified employees of the district and knowledgeable about security, coding, administration, and receipt and return procedures.
- DTCs or STCs **must** hold training sessions for TAs (including substitutes) and monitors. Training sessions should cover test security, coding, administration, and return procedures.
- DTCs or STCs **must** provide TAs with procedures to follow if circumstances occur that disrupt testing (e.g., the fire alarm rings, a student becomes ill or uncooperative, one or more students appear to be cheating).
- Each TA **must** receive a *TAM*. *TAMs* should be available and retained by the TA throughout the testing session so that they have sufficient opportunity to become knowledgeable of all policies and procedures.

### TEST ADMINISTRATOR REQUIREMENTS

- Each TA should have a copy of the *TAM*. TAs are responsible for knowing and understanding all policies and procedures discussed in the *TAM*.
- It is the responsibility of the DTC and/or the STC to provide adequate training for all TAs.
- It is the DTC's responsibility to approve qualified TAs. TAs, however, must meet one of the following criteria:
  1. an employee of the district who is certified;
  2. an employee of the district who is a critical needs teacher and has a letter of eligibility, an interim certificate, or a critical needs certificate;
  3. a substitute teacher who is certified and employed by the district on an "as needed" basis;
  4. someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement, change of career, etc., and has been approved by the DTC as a qualified test administrator; or
  5. someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified TA.

## **DTC, STC, TA, AND MONITOR REQUIREMENTS**

- During testing, a trained TA must be present at all times.
- Even if a test is administered in a location other than the school, the TA must meet the criteria specified.
- TAs cannot administer tests to close relatives (e.g., children or grandchildren).

### **MONITOR REQUIREMENTS**

- The use of monitors is recommended to facilitate the administration of the tests and to ensure that test security is maintained.
- A monitor can be a teacher's aide, a parent, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors).
- Monitors cannot be in rooms where their close relatives are being tested.
- It is **not** permissible for a monitor to be left in charge of a test administration session; the TA should remain with the students and send the monitor out in case of an emergency.
- The STC must review testing procedures, test security, and duties with monitors.
- A separate section, **Appendix E**, is provided to assist with the training of monitors. These pages can be copied.



## WHO IS TESTED?

### STUDENT PARTICIPATION IN ELDA K–12

**All students in grades K–12 who are determined to be limited English proficient (LEP) should be tested.** This determination is initially based upon the completion of a home language survey and the initial assessment of their English proficiency. Subsequent to this initial determination, English proficiency is determined by student performance on the ELDA. LEP students must continue to take the ELDA until they have scored at Level 5, fully English proficient, for three consecutive years. This requirement is to ensure that the student is academically proficient in English at grade level before exiting LEP status.

Prior to testing, all LEP/ESOL students must be properly coded in SASI. The following fields must be updated:

“ESL,” Student Atom, Pg 1

“U.S. Sch Entry,” Student Atom, Pg 3

“PrimLang,” Student Atom, Pg 2

“ESOL,” Student Services Program Atom

“ELLI,” Student Services Program Atom

This testing policy includes all LEP students with IEPs or 504 Plans, suspended LEP students, home school LEP students who are registered through the district or local school board, homebound LEP students, homebased LEP students, charter school LEP students, and LEP students who are incarcerated.

LEP students who are **not** tested include the following:

1. students who are **expelled (unless** the student has an IEP),
2. expelled students who were scheduled to take PACT-Alt,
3. homebound students for whom the district has documentation indicating that the student is not physically and/or mentally able to take the tests,
4. home school students who are registered through one of the **professional home school organizations** [S.C. Code Ann. Section 59-65-47 and Section 59-65-45], and
5. students who attend a private school.

### SUSPENDED STUDENTS

Students who are suspended (with or without disabilities) must be tested. The district or school could consider delaying the suspension dates, bringing the student(s) into the school during the suspension period for testing purposes only, or testing the student(s) in an alternative location.

## WHO IS TESTED?

### HOME SCHOOL STUDENTS

Parents or guardians may teach their children at home if the district board of trustees of the district in which the children reside approves the instruction.

Students whose home school program is registered through the district must be tested according to the following legislation:

The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction, at the parent's option. The parent is responsible for paying the test administrator if the test is administered at the student's home... [(S.C. Code Ann. Section 59-65-40 (A)(6)(1990)].

Students who are home schooled outside the district's authority **cannot be tested** with state tests. These students are considered private home school students and private school students are not tested with state tests.

### HOMEBOUND STUDENTS

Homebound students (with or without disabilities) are those students who receive instruction at home or in the hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation [24 S.C. Code Ann. Regs. 43-241 (Supp. 2000)]. The district must administer the required tests to a student who is sick and homebound if the student is physically and/or mentally able to take the test. It is a district's decision to choose whether or not to have a monitor present when testing homebound students.

### HOMEBASED INSTRUCTION

Homebased instruction includes students who normally receive instruction at a place other than school because the student's IEP team has determined this placement to be the appropriate, least restrictive environment for the administration of the student's educational program. The district must send a TA to the place of instruction.

## TEST MATERIALS

### MANUALS

The *TAM* provides policies and procedures for all test administration personnel, but particularly DTCs, STCs, and TAs to read and implement during the administration of the ELDA.

- The *TAM* is not a secure document. STCs and TAs may keep the TAM so that it is available for reference during test administration.
- The *TAM* covers specific information about the ELDA administration, test security, test materials, test administration directions, and coding instructions for the ELDA.
- A *TAM* should be given to each TA as early as possible before the ELDA administration to provide ample time to read and study the procedures and administration directions.

The *DTC Manual* provides additional guidelines and procedures that each DTC will follow for receipt and return of test materials.

### USE OF SUPPLEMENTAL TEST MATERIALS

#### REFERENCE MATERIAL

Use of the following types of reference materials are **not** permitted during test administration: dictionaries and thesauruses, word lists, spelling lists or books, wall lists, and other alternative types of reference books.

#### HIGHLIGHTERS AND COLORED PENCILS

SDE policy is that only students with documented disabilities (IEPs or 504 Plans) may use a highlighter or have portions of the test highlighted for them.

The scanning and scoring of a student's test booklet/answer document may be affected if a student with disabilities uses a highlighter that contains carbon and marks too close or within the answer bubbles. Any rescoring required as a result of these problems will be completed at the district's expense.

All students may use black lead or colored pencils to underline text, take notes, or to do scratch work within the test booklets.

#### COLORED OVERLAYS

Colored overlays are permitted for students with documented disabilities (IEPs or 504 Plans), but may not be used by other students.

### SECURE MATERIALS SENT TO SCHOOLS

All ELDA materials for each school are individually numbered and must be accounted for throughout the assessment and returned to DRC after testing (BOTH USED AND UNUSED).

## **TEST MATERIALS**

Secure materials include:

- A. All reading/writing and listening/speaking test booklets;
- B. All K–2 inventories;
- C. All student answer documents;
- D. All listening and speaking prompt CDs; and
- E. All Speaking Scoring Guides

Before and after an assessment administration, all assessment materials (both used and unused) must be kept in a secure location designated by the STC. Unless directed otherwise by the STC, TAs are responsible for returning secure assessment materials to the storage area after each administration. Only those individuals authorized by district policy should have access to these materials. Under no circumstances should students have access to assessment materials before or after the assessment session.

### **PROCEDURES FOR SECURE MATERIALS**

- Secure materials must be kept in secure, locked storage when not in use. If possible, the secure location should not have outside or inside windows. Also, secure test materials should not be stored in the same room as a copy or a fax machine or any other frequently accessed equipment.
- The STC is responsible for inventory control; schools and districts will be held responsible for missing materials.
- Schools must use the School Security Checklist to track and monitor the distribution and receipt of test materials.
- All secure test materials must be returned and signed in on the School Security Checklist immediately after testing each day.
- Provide an explanation on the School Security Checklist for any secure test materials that are not received or returned to the STC as required.
- The STC must provide all additional secure test materials needed by the TA. Secure test materials must not be exchanged among TAs without checking those materials in and out with the STC and documenting the exchange on the School Security Checklist.

### **MATERIALS THE SCHOOL MUST SUPPLY**

- No. 2 pencils: Only No. 2 pencils are dark enough to ensure accurate scoring. Students must NOT use pen on any portion of the ELDA—including the writing section of the test.
- Cover sheets: Blank paper (optional).
- Schools must also provide the supplemental materials required by students with disabilities as specified in the students' IEP or 504 Plan. It is a violation of Test Security Legislation and State Board Regulations to allow students to use supplemental materials not specified in their IEPs.

## SCHOOL TEST COORDINATOR'S SECTION

### PROCEDURES BEFORE THE TEST ADMINISTRATION

#### STEP 1 – TRAINING

- Each STC must read the *TAM*.
- Each STC must read and sign the *Agreement to Maintain Test Security and Confidentiality* form found in **Appendix D**.
- The STC must select and train TAs several weeks before the testing period.
- The STC is responsible for ensuring that each TA receives a *TAM*. The STC must instruct each TA to read the *TAM* before the first day of testing.
- The STC is responsible for giving monitors the test security regulations and other necessary handouts that are provided in **Appendix D** of the *TAM*.
- The STC is responsible for ensuring that each TA and monitor understand the policies and procedures provided in the *TAM*.
- After training, the STC is responsible for collecting signed *Agreement to Maintain Test Security and Confidentiality* forms from all TAs and monitors. You may photocopy the forms in **Appendix D** as needed. Any individual who has not signed an *Agreement to Maintain Test Security and Confidentiality* form is not allowed access to the test materials.

#### STEP 2 – INVENTORY TEST MATERIALS

- Retain the original shipping boxes for returning test materials.
- Check the materials specified on the packing lists against materials received. Materials for each grade cluster are printed in specific colors.
- Compare ranges of security numbers on the security range sheets, which are visible through the shrinkwrap, with those listed on the security checklists and packing lists.
- Check the quantities of materials received to ensure that there are sufficient materials for the students scheduled to take the tests.
- There is no school overage provided for customized test materials.

#### STEP 3 – NOTIFY THE DTC

- Once materials have been inventoried, notify the DTC if any secure materials are damaged, missing, or if the school needs additional materials.
  - **Damaged materials:**  
Work with the DTC to determine whether to use test materials with rips, folds, creases, poor print quality, or other types of irregularities.
  - **Missing materials:**
    1. Mark all missing materials on the School Security Checklist.
    2. Inform the DTC; the DTC will notify the contractor.

## **SCHOOL TEST COORDINATOR’S SECTION**

- **Additional materials:**

If you receive any additional materials from the DTC, record the type of documents and the security numbers of the secure materials received on the appropriate page.

### **STEP 4 – PREPARE FOR THE TEST**

#### ***Testing Hours***

- Districts should determine policies for the testing hours in their schools. Testing may begin at any time during school hours that allows sufficient time for students to complete the assigned test.

#### ***Security Checklists***

- The STC may open packages of test booklets/answer documents for all test areas up to two weeks before the first day of testing to prepare the test materials for distribution (including supervised sessions for labeling and coding of test booklet/answer document covers).
- Secure test materials, however, must be stored in a secure location and may not be distributed to TAs until the day of testing. Open only what is needed for testing.

#### ***Identification of Test Booklets/Answer Documents***

- Make sure that all test booklets/answer documents have the appropriate student identification information.
- All scorable test booklets/answer documents must be identified by student name through one of the following ways:
  1. a preidentification label (correctly applied); or
  2. a single document label (correctly applied, with appropriate handcoding completed on the test booklet/answer document cover)

Follow the instructions in **Appendix A** for applying the appropriate type of label (e.g., single document labels, home school single document labels) if you are testing a student who does not have a preidentification label on their test booklet/answer document.

- Since test booklets and answer documents are secure, all labels must be applied by the STC or by trained personnel in sessions supervised by the STC. Personnel involved in the coding of test booklets/answer documents (for preidentification purposes) are not permitted to examine test items or to read text within the test booklet.

## **SCHOOL TEST COORDINATOR’S SECTION**

### **PROCEDURES DURING THE TEST ADMINISTRATION**

#### **STEP 1 – USE SECURITY CHECKLIST**

- On each day of testing, sign out only the secure materials needed for that day.

#### **STEP 2 – MONITORING**

- Ensure that all school personnel involved in the test administration adhere to the test security guidelines. Any breach of test security must be reported in accordance with the Test Security Legislation, State Board Regulations, and the directions indicated in this manual.
- Monitor the test administration by briefly visiting each testing room.
- Be available to answer questions that may arise.

#### **STEP 3 – SUPERVISE RETURN OF MATERIALS**

- Immediately after testing each day, TAs must return and sign in all secure test materials. If secure materials were signed out to a TA but not returned, document this in the “Reason if Item is Not Returned” section at the end of the School Security Checklist with all details known.

#### **ADMINISTRATION USING AN INCORRECT TEST BOOKLET/ANSWER DOCUMENT**

It is a test security violation to administer an incorrect test to a student. Examples of this type of situation may include the following:

- a. student is administered an incorrect grade-level test booklet/answer document;
- b. student is administered an incorrect test booklet/answer document (booklet/document with another student’s name on it); and
- c. student is administered an incorrect test-area (test) test booklet

#### **DOCUMENTATION PROCEDURES**

1. The TA must notify the STC as soon as possible regarding this error. The STC must notify the DTC and the DTC must notify the SDE in writing.
2. The STC must locate the correct test booklet/answer document or assign the student a new test booklet from school or district overage. Use the School Security Checklist to sign test booklets “in” and “out.”
3. The STC must place an unscorable document label on the incorrect test booklet(s)/answer document(s).
4. If school or district overage is used, the STC must retrieve the test booklet/answer document belonging to the student and place a single document label on the test booklet/answer document. Handcode the student’s name and demographic information following the procedures in **Appendix A**.

## **SCHOOL TEST COORDINATOR’S SECTION**

5. If the error is caught near the beginning of the test administration, then the correct test can be substituted and completed on the same day.
6. Otherwise, administer the correct test within the testing window at the student’s convenience. The TA must ensure that this student is given adequate time to complete the test.

### **RETURN OF MATERIALS**

#### **STEP 1 – CHECK LABELING**

- Make sure that all scorable test booklets/answer documents have an appropriate student label. Appropriate labels include: a preidentification label or a single document label.
- If test booklets/answer documents are returned to the contractor without a preidentification or single document label, they will not be scored. Rescores will be at the district’s expense.
- Place an unscorable document label on any **used test booklet/answer document** that should **not** be scored.
- Do not open unused shrink-wrapped materials.

#### **STEP 2 – CHECK COVERS OF TEST BOOKLETS/ANSWER DOCUMENTS**

- Check and edit both sides of the front cover of each used test booklet/answer document to verify that all information is complete and accurate.
- **Any editing to test booklet/answer document covers must be completed in a supervised setting.**

#### **STEP 3 – PACKAGE AND RETURN MATERIALS**

- Make sure you know the date you need to return the test materials to your DTC.
- Use original shipping boxes
- Return all secure ELDA materials. This includes customized test materials, Speaking Scoring Guides, and listening and speaking CDs. Customized materials may be returned in the same boxes as regular test materials.
- Do not place home school materials in boxes; return them separately to the DTC.
- Keep all secure test materials in locked storage until they are returned to the DTC.
- If needed, place newspaper or other packing material on top of each box to keep materials immobile during transit.
- Securely seal the boxes.
- Affix a return shipping label on the side of each box. The return labels are school specific. Do not use labels assigned to another district or school.
- Keep all secure test materials in locked storage until they are returned to the DTC.



## **SCHOOL TEST COORDINATOR’S SECTION**

**Do not return** the following materials to the DTC:

1. *TAMs*. Retain several copies of the manuals after testing for reference purposes.
2. Unused student labels and shipping labels.
3. ELDA Testing Irregularities forms. (The STC should keep these forms on file.)
4. *Agreement to Maintain Test Security and Confidentiality* forms. (Send all forms to the DTC, but do not place the forms in the boxes being returned to the contractor.)

The STC should make arrangements for these materials to be stored, or discarded. Should you need further assistance or have questions regarding the return of your materials, contact your DTC.

### **ALERT PAPERS**

Occasionally, student responses contain references to alarming or objectionable subject matter. Such references may include but are not limited to bullying, suicide, domestic violence, student mutilation, and parental abuse. As these responses are identified, the contractor sends the SDE a copy of the offending content. The SDE personnel will fax this information to the student’s school, requesting that the school’s guidance counselor take appropriate action.

## TEST ADMINISTRATOR'S SECTION

### PROCEDURES BEFORE THE TEST ADMINISTRATION

#### STEP 1 – PLANNING WITH THE STC

- Schools should have policies and procedures in effect for students who are tardy, sick, or cause disturbances in the classroom. Know what these policies and procedures are before testing begins. TAs should know how to handle disruptions such as unruly students, students arriving to school late, parents wanting to pick up children during the test period, etc.
- Know the procedures to follow if a student cannot write due to an injury (e.g., sprain, broken bone). Testing for this student could be delayed or the student may use any of the response options listed under accommodations on **page C-1**.
- All TAs and monitors who will have access to ELDA secure test materials must sign one of the Test Security Agreement forms found in **Appendix D**. These forms may be photocopied, if needed. Those who sign the agreement are required to follow the procedures and ensure the security of the test materials at all times.

#### STEP 2 – ASSISTING THE STC

- Help with the preidentification and labeling of test booklets/answer documents if requested by your STC.
- Make sure your classroom does not have any academic materials displayed on the walls, desks, doors, or windows that may cue students during testing.
- Make sure your classroom is conducive to testing. Students should have plenty of space to work, good lighting, and comfortable seating. It is not advisable to test students in a large group setting.
- Plan to provide two No. 2 pencils with erasers for each student and to have extra pencils on hand.

#### STEP 3 – DAY OF TESTING

- On each day of testing, sign out the secure materials needed for that day from the STC. Do not leave secure materials unattended at any time. If a TA must leave the room before testing begins, the test booklets/answer documents should be placed in a secure, locked cabinet, closet, drawer, etc. or all test booklets/answer documents should be taken with the person.
- Make sure that each test booklet/answer document is preidentified by student name through labeling. **Contact the STC if you have any test booklets/answer documents that are not preidentified.**
- Make sure there are no systematic errors in the preprinted information on the label, such as inaccurate information contained on all labels for your class. Contact the STC immediately if you find any such errors.
- Check through the test booklets/answer documents to make sure there are no errors (missing pages or pages out of order) or damaged materials (e.g., those with rips, folds, creases, poor print quality). **Contact the STC if you find any errors or damaged test booklets/answer documents.**

## TEST ADMINISTRATOR'S SECTION

### PROCEDURES DURING THE TEST ADMINISTRATION

#### STEP 1 – INSPECT CLASSROOM

- All books, papers, class materials, and personal belongings (including cell phones) should be put away.
- Make sure the classroom does not have any academic materials displayed on the walls, desks, doors, or windows.

#### STEP 2 – COMPLETE TEST BOOKLET/ANSWER DOCUMENT COVERS

- For all grades and all tests, follow the directions in the *TAM* for completion of test booklet/answer document covers.

#### STEP 3 – FOLLOW *TAM* ADMINISTRATION PROCEDURES

- Depending upon the test and grade level being administered, follow the appropriate administration directions given in the *TAM*.
- Distribute test materials **when instructed to do so in the administration directions**. Distribute test materials directly to each student.
- Ensure that each student receives the correct test booklet for each testing session.
- **Each student should hear all of the administration directions for each test.** Do not allow administration directions to be read over the public address system. Each test and grade level has specific directions that must be read, in their entirety, by the TA.
- Allow students to ask questions about directions and procedures. TAs should take extra care when reviewing or answering questions on the day of the test. **Do not discuss any test questions with students before, during, or after testing.**
- Make sure that any students with chronic illnesses or special medical needs have received any necessary medication or treatment before testing begins. Inform students to notify you if they are not feeling well.
- The ELDA is not timed; allow students sufficient time to finish. If students do not complete testing by their lunch period, students may be permitted to have a “silent lunch.” Test security must be maintained throughout the lunch period.
- Schedule silent breaks during testing as needed. Test booklets and answer documents must be closed during the break. Snacks are permissible, if desired.
- If you are testing students with IEPs or 504 plans, refer to the procedures in **Appendix C**.

## TEST ADMINISTRATOR'S SECTION

### PROCEDURES AFTER THE TEST ADMINISTRATION

- Separate the **completed** answer documents from the answer documents for students who need to take the test at a later date within the testing window.
- If applicable, complete the *ELDA Testing Irregularities* form (located in **Appendix D**) to document any situations in which testing directions (policies and procedures) were not followed as specified in the *TAM*.
- Make sure that all required demographic information on the test booklet/answer documents has been completed. See **Appendix A** for instructions on completing the demographic information.
- Return all materials to the STC.
- Sign in secure materials on the School Security Checklist.

## GENERAL DIRECTIONS GRADES 3–12

### ASSESSMENT ROOM PREPARATION

- Arrive at the assessment room early to make sure that it is ready for the assessment session. Be sure that there is an area in the room where assessment materials not in use can be stored securely and away from students.
- In addition to this *TAM*, you will use the following testing materials over the course of administering all four ELDA tests:
  1. Listening Prompt CD
  2. Speaking Prompt CD
  3. Speaking Scoring Guide
- Students will use the following materials:
  1. One test booklet containing the reading and writing tests
  2. One test booklet containing the listening and speaking tests
  3. Student answer document

### ASSESSMENT SCHEDULE AND TIME REQUIREMENTS

DTCs will determine the ELDA testing dates for the district. It is the responsibility of the STC to notify the TAs of the school test administration schedules.

To ensure that all students have sufficient time to complete the assessment, the ELDA is not a timed assessment. The Administration Directions section provides suggested times for administering each test. These times are provided as a guideline for administrators; however, students should be given as much uninterrupted time as necessary to ensure an accurate assessment. If a student has not completed the test by the time most others have finished and clearly is not attempting to finish, the school may use discretion to end the testing session.

There is no recommended sequence for administering the reading, writing, and listening tests. However, the speaking test should be last since speaking scores will be recorded on students' answer documents.

#### ELDA TEST ADMINISTRATION TIME REQUIREMENTS (APPROXIMATE)

Cluster	Reading	Writing	Listening	Speaking
3–5	1 hr	1 hr	50 min.	25 min.
6–8	1 hr	1 hr	1 hr	25 min.
9–12	1 hr, 5 min.	1 hr	1 hr, 5 min.	25 min.

## GENERAL DIRECTIONS GRADES 3–12

### BREAKS

It is the TA's responsibility to provide breaks for students during the administration of the assessment. Short breaks between parts 2 and 3 of the reading assessment and between parts 1 and 2 of the writing assessment are recommended. However, it is up to the judgment of the test administrator to provide as many breaks as students need. One 10-minute break between parts 3 and 4 of the listening assessment is also recommended. The speaking assessment will take less than 30 minutes, so no break is recommended for this assessment. Before the assessment the TA should review the procedures for breaks with the students.

Follow the directions below when providing breaks:

- Before the test begins, indicate to students when the break will occur.
- Have a watch or a clock available to time the length of the break.
- No talking will be allowed during the break.
- Students should be encouraged to stand for a stretch break at their desks.
- No additional materials should be taken out during a break. Only the test booklet (closed and face down), answer document, and pencil should be on the desk.
- When the entire group has had a break, students will resume the assessment.

At any time during the assessment administration, a student may leave the room for a restroom break, but to ensure assessment security, only one student should leave the room at any one time. **The entire group may not use the restroom at the same time.**

Monitor the room during the assessment. You may not answer students' questions while the assessment is in progress.

### SCRIPTED DIRECTIONS

To ensure standardized administration conditions, this manual contains directions that you will read to the students. The scripts include specific directions for administering each assessment and instructions to be read aloud to students. Prior to the assessment sessions all test administrators should review the scripts. **The scripted directions that are in bold print must be read verbatim to students.**

### PREPARATION FOR THE LISTENING ASSESSMENT

#### EQUIPMENT

You will need a compact disc player to play the prompting recording for this assessment. The player must provide adequate clarity and volume so that all students in the administration can hear the prompting recording clearly.

## **GENERAL DIRECTIONS GRADES 3–12**

### **EQUIPMENT TESTING**

It is critical that you test the compact disc player and the prompting recording before administering the listening assessment. Follow the list below to ensure that the prompting recording will be audible to all students.

- Make sure that the prompting recording is appropriate for the grade level being assessed.
- Place the compact disc player at a centrally located place in the room. Turn it on and listen to it from each student's seat. Are the prompts easily audible? If not, adjust the volume accordingly.
- If the compact disc player requires batteries, make sure that they will last the entire assessment session.

### **PRACTICE FOR THE ADMINISTRATION**

You will feel more comfortable about administering the listening assessment if you practice running the compact disc player and reading through the scripted administration directions that you will read to students. The scripted directions begin on page 50. Be sure to read through them thoroughly. Before the administration, you should listen to the first two minutes of the prompting recording to familiarize yourself with the format.

### **FORMAT OF THE PROMPTING RECORDINGS**

You will receive a listening assessment CD with your assessment materials. The listening assessment for grades 3–5 consists of 4 parts. The listening assessments for grades 6–8 and grades 9–12 consist of 5 parts.

The narrator will read the entire content of the test booklet. For parts 1–4 of the listening assessment, the stimulus material is read one time. For part 5 of the listening assessment, the stimulus material is read two times. The questions and answer choices are read one time in all parts. Students have 10 seconds to respond to each question after the narrator has read the last option. You will pause the prompting recording at the end of each part of the listening assessment. When all students are ready to proceed, you will restart the recording so the students hear the directions for the upcoming section. You will then stop the recording again to ask students if they have questions. When students are ready to proceed, you will restart the prompting recording and students will resume the assessment. We recommend providing a break to students after you pause the prompting recording at the end of part 3.

### **ASSESSMENT MATERIALS**

You will need the following for each student taking the listening assessment:

1. Student test booklet (and replacements in case of defective booklets)
2. Student answer document
3. Two #2 pencils with erasers

## **GENERAL DIRECTIONS GRADES 3–12**

### **INTERRUPTIONS IN THE ADMINISTRATION**

- It is important that the assessment administration be smooth and free of interruptions. In the event of an interruption (such as a fire alarm or a CD player malfunction), follow the general guidelines below.

**If the interruption is serious and affects all students, stop the administration for all students. Stop the prompting recording. After the interruption, restart the administration from the point where you stopped the prompting recording.**

### **PREPARATION FOR THE SPEAKING ASSESSMENT**

#### **SPEAKING ASSESSMENT GROUPS**

Because you will be scoring students' oral responses in real time, the speaking assessment will be administered individually.

#### **SPEAKING ASSESSMENT EQUIPMENT**

You will need a compact disc player to play the prompting recording. The player must provide adequate clarity and volume so that all students in the administration can hear the speaking tasks clearly. Make sure that you test the sound quality of the prompting recording before the administration to identify an appropriate volume setting.

#### **PRACTICE FOR THE ADMINISTRATION**

You will feel more comfortable about administering the speaking assessment if you practice running the compact disc player and reading through the scripted administration directions that you will read to students. The scripted directions begin on page 57. Be sure to read through them thoroughly.

Before the administration, you should listen to the first two minutes of the prompting recording. In those two minutes, you will hear the administration of practice tasks 1 and 2. You will discover that you will need to pause and restart the prompting recording three times:

- Once to begin and end practice task 1
- Once to begin and end practice task 2
- One final time to begin and end the group of 16 operational tasks

### **INTERRUPTIONS IN THE ADMINISTRATION**

- It is important that the test administration be smooth and free of interruptions. In the event of an interruption (such as a fire alarm or CD player malfunction), follow the general guidelines below.

**Stop the prompting recording at the time of the interruption. After the interruption, restart the administration from the point where you stopped the prompting recording.**



## K–2 ADMINISTRATION GUIDE

This section provides directions for administering the ELDA for students in grades K–2 (ELDA K–2). The tests are observation inventories that are completed by the teacher. Many of the inventory entries call for the use of prompts and other materials with which students will interact. Sample materials are included in Teacher Support Materials. Others are suggested, along with guidelines for selecting additional support materials. When completing the inventories, please use a No. 2 pencil.

### OVERVIEW OF THE INVENTORIES

There are two separate inventories, one for kindergarten students and one for students in grades 1–2. Separate directions are provided for each level of the inventories. General features shared by both inventories are provided below. A description of the differences between the kindergarten and grades 1–2 inventories is included at the end of this Administration Guide.

### GENERAL FEATURES COMMON TO BOTH INVENTORIES

- For each of the **inventories**, make sure you observe each student over a period of time (at least one to two weeks) before making any entries. The scores you bubble (0, 1, 2, or 3) for each row should reflect typical student behaviors over time, not just a single observation. If the student has not yet demonstrated the behaviors required for score point 1, then observe at least one more time before entering a 0. In some instances, it will be absolutely necessary to observe a student at least twice if the student's response is not entirely clear or if you have difficulty assigning a score.
- You will rate each student on a variety of activities. You will bubble **scores ranging from 0 to 3**, depending on the student's level of performance. Observe the student, compare the student's behavior to the three score point statements (1, 2, or 3), and bubble the score in the last column on the right.

Here is a **sample entry** for one row of the listening inventory.

<b>L01</b>	<i>1.1 Follow simple one- to four- step directions in sequence to complete a task with and without visual support.</i>				
	<b>Score Point 0</b>	<b>Score Point 1</b>	<b>Score Point 2</b>	<b>Score Point 3</b>	<b>Score (0–3)</b>
	Does not meet Score Point 1	Student follows simple one-step directions in English with or without visual support (pictures, gestures, modeling).	Student follows two-step directions in English with or without visual support.	Student follows at least three-step directions in English with or without visual support.	Ⓐ Ⓑ Ⓒ Ⓓ

## K-2 ADMINISTRATION GUIDE

Here is another **sample entry**.

L07	4.2 <i>Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions.</i>				
	<b>Score Point 0</b>	<b>Score Point 1</b>	<b>Score Point 2</b>	<b>Score Point 3</b>	<b>Score (0-3)</b>
	Does not meet Score Point 1	<p>After listening to a simple direction presented in English, student demonstrates comprehension through drawing a conclusion, making a generalization, or making a prediction.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• sorting pictures into groups, indicating generalization</li> <li>• drawing pictures to indicate a prediction or draw a conclusion</li> </ul>	<p>After listening to a simple short story or conversation in English, a student demonstrates comprehension through drawing a conclusion, making a generalization, or making a prediction.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• sorting pictures into groups, indicating generalization</li> <li>• drawing pictures to indicate a prediction or draw a conclusion</li> </ul>	<p>After listening to a complex long story or conversation presented in English, a student demonstrates comprehension through drawing a conclusion, making a generalization, or making a prediction.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• sorting pictures into groups, indicating generalization</li> <li>• drawing pictures to indicate a prediction or draw a conclusion</li> </ul>	<p>① ② ③</p>

It is important to note that while each of the behaviors on which you will rate students is designated Level 0, 1, 2, or 3, these levels do **NOT** correspond in any way to the proficiency levels students demonstrate with respect to overall performance:

Level 1 – Pre-Functional

Level 2 – Beginner

Level 3 – Intermediate

Level 4 – Advanced

Level 5 – Fully English Proficient (FEP)

## **K–2 ADMINISTRATION GUIDE**

### **WHO CAN ADMINISTER THE INVENTORIES?**

The ELDA K–2 inventories should be administered by the classroom teacher, ESL teacher, or other qualified person familiar with the student and the objectives being assessed. Because the information recorded in the inventories will be collected over a period of time, it is likely that more than one person will enter some of the information. When two or more people enter information in an inventory, they should discuss roles and responsibilities in advance and also discuss the information they are entering.

### **TEACHER SUPPORT MATERIALS**

ELDA K–2 includes Teacher Support Materials for the Reading and Writing inventories. The purpose of these materials is to provide examples of prompts to which students may respond. These materials are provided as **suggestions only**; they are not the only materials you can use. In fact, we highly recommend that you use other materials available in your classroom so that you and your students will be more familiar with them. It is quite possible that the Teacher Support Materials will be useful primarily as inspirations for your own materials and activities.

There are two sections in the Teacher Support Materials, one for kindergarten and one for grades 1–2. Each section is linked to a specific row in a particular inventory. The inventory will contain a reference to any associated support material, and the associated support material will have the inventory row number and content standard listed at the top. In this manual, there will also be references to specific support materials by inventory and row.

Each inventory row provides descriptions for scores of 0, 1, 2, and 3. Many of the support materials provide instructions, not just for presentation, but for assigning scores. Study the scoring directions carefully before using any of the support materials. Again, since these materials may also be used to stimulate your own thinking about other materials you may wish to use, it would be appropriate to pattern scoring for your own materials after the scoring suggestions found in the Teacher Support Materials. Particularly at grades 1 and 2, where students may be using graded readers, we suggest that those resources be used as much as possible with scoring suggestions from the Teacher Support Materials. Refer to specific inventory rows in the Teacher Support Materials for additional details.

### **GENERAL CONCERNS**

Before administering the inventories, there are three general concerns you should address: passage length, level of support, and grade appropriateness of individual words and reading texts. Because ELDA is administered throughout the country and because curriculum standards vary from state to state, it is impossible to establish a single set of definitions that will work in all states. Because each concept will come up fairly frequently, it is advisable to consult local curriculum authorities for guidance before administering the inventories.

- In reading and in listening, there are references to passages or conversations that are short, medium, or long. We have not attempted to define these terms. Instead, we leave their definition up to local authorities. Having defined these terms locally, then consistent application is left to the school staff administering the inventories.

## **K–2 ADMINISTRATION GUIDE**

- All four inventories refer to varying levels of teacher support. Support includes prompting and providing encouragement, clues, or other assistance to get the student to make a desired response. For scores of 3 (highest score), students are generally expected to respond entirely unassisted. What constitutes low, moderate, or high levels of support is left up to local discretion. As with passage length, consistency in applying whatever definition of support level you choose is the key to good administration.
- The reading inventories contain several references to common or high-frequency words. The Teacher Support Materials do not contain sets of such words or suggestions as to which words such sets might contain. This omission is not an oversight. Rather, it is the result of considerable discussion with representatives of the several states making up the ELDA consortium. Because “common” and “high-frequency” mean different things in different locations, and because content standards vary from state to state, we recommend that you consult state or local curriculum supervisors for appropriate word sets for your school.

### **DIFFERENCES BETWEEN THE INVENTORIES FOR KINDERGARTEN AND GRADES 1–2**

Some of the tasks in the inventory for grades 1–2 are not appropriate for kindergarten students. These tasks have been removed from the kindergarten version. In some instances, the wording or the focus of a task in the inventory for grades 1–2 has been altered to make it more appropriate for kindergarten students.

### **TIPS FOR ADMINISTERING THE K–2 ASSESSMENTS**

The inventories are designed to record typical student behavior. Typical behavior is not generally observed at a single point in time. Instead, it will be necessary to observe students over a period of time before drawing a conclusion about a given student’s typical behavior. In the example from the listening inventory in the Administration Guide, for example, it would not be appropriate simply to give each student a complex four-step direction, note the response and then record an observation. The administrator should 1) give the student several different directions, in different situations for different purposes; 2) then observe the student interacting with other adults and other children in situations that require responding to directions (both academic and social); 3) draw a conclusion about the student’s typical level of response; and finally 4) record that observation as a 0, 1, 2, or 3 on the inventory.

It is important that you become familiar with each of the inventories and the behaviors they address. All inventories and objectives are included in the Teacher Support Materials. Make a point of observing each student over a period of time—one to two weeks. Also make a point of observing each student in more than one setting (e.g., regular classroom, resource room, media center, playground, cafeteria, non-language instruction such as math or art) in more than one type of interaction (e.g., with peers, familiar adults, unfamiliar adults). Transitional time, such as returning from recess or the cafeteria, putting away personal items, or getting supplies, are often rich with opportunities to observe listening and speaking behaviors. Be familiar with the behaviors in advance, be on the lookout for them in a variety of settings, and then record your observations. Some of the behaviors on some of the inventories are less likely to occur naturally than others and will need to be prompted.

## GRADES 3–12 READING DIRECTIONS

This section of the *TAM* contains directions for administering the ELDA Grades 3–12 reading assessment. **All scripted directions are in bold print and must be read verbatim.**

### READING ADMINISTRATION DIRECTIONS AND SCRIPT

Make sure that all students are seated properly before administering the reading assessment. Each student should have two No. 2 pencils with erasers.

Follow the directions below as closely as possible. Scripted directions are in bold print and should be read to students verbatim at the beginning of the assessment session. If providing a break for students, it is recommended that this occur between parts 2 and 3 of the reading assessment.

There is a stop sign following the last question in each part of the reading assessment. Before test administration begins, decide if and when providing a break for students, and instruct them accordingly. For example, if providing a break between parts 2 and 3 of the assessment, instruct students to continue past the stop sign at the end of part 1 and to close their test booklets when they come to the stop sign after part 2.

The ELDA is not a timed assessment. The suggested administration times provided in this section are for planning purposes and may prove helpful in schools with large numbers of students to test. However, use your discretion as an administrator with regard to time allotted for students to complete the assessment.

The suggested times for completing the sections of the test are flexible. If you notice that **all** students have finished before the suggested time, you may wish to have them start the next section earlier. Likewise, if most students have not finished in the suggested time, you may wish to extend their testing time. If you know ahead of time that some students are likely to take longer than the recommended time to complete the assessment, you should make arrangements to have them tested individually or in a small group with extended time.

### ELDA READING SCRIPT (ALL GRADE CLUSTERS)

**SAY:**

**You are about to take the reading section of the ELDA. You may not talk during this test. I will now pass out the test booklets and answer documents. Do not open your test booklet or answer document until I tell you to do so.**

Pause. Pass out the reading/writing test booklets and answer documents. Make sure the students receive the appropriate test booklet/answer document.

**SAY:**

**Does everyone have two pencils with erasers?**

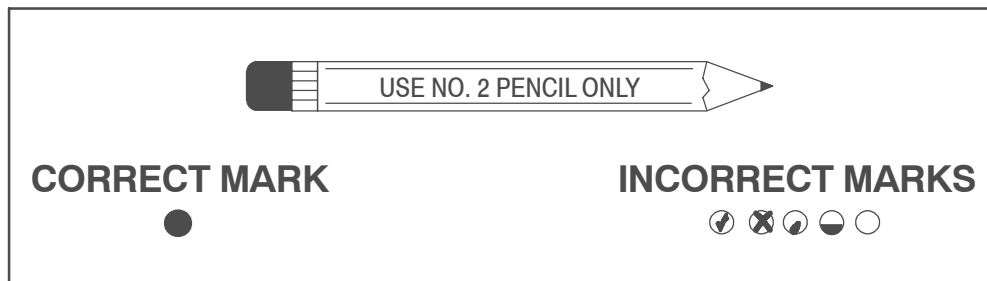
Pause. Distribute additional pencils if necessary. Make sure the students are appropriately seated and test materials and pencils have been distributed.

## GRADES 3–12 READING DIRECTIONS

**SAY:**

You may now open your test booklets to the first pages of the reading test. This section tests how well you can read English. You will darken the circle for each answer on page 3 in your answer document. Here is an example of how to correctly darken a circle:

(PAUSE)



**SAY:**

The reading test has three parts:

**Part 1: Short Passages.** This section tests your ability to understand information in short reading passages. There are one or more questions about each passage.

**Part 2: Instructions.** This section tests your ability to understand directions. There is a different set of instructions for each question. You will need to identify which student followed the directions correctly.

**Part 3: Longer Passages.** This section tests your ability to understand information in longer reading passages. You will answer several questions about each passage.

Each part contains passages followed by questions. The passages will get harder as you go through the test. Sometimes the question asks you to think of a word that is missing from the passage. Here is an example:

### Sample Question 1

Choose the best answer to fill in the blank.

1. The teacher gave John a piece of \_\_\_\_\_ and asked him to write his answer on the board.
  - A. pen
  - B. gum
  - C. chalk
  - D. paper

Pause while students select their answers for Sample Question 1.

## GRADES 3–12 READING DIRECTIONS

**SAY:**

Answer C is the best answer. You choose answer C because John wrote on the board with a piece of chalk.

Sometimes the question asks you to answer questions about instructions. Here is an example:

### Sample Question 2

2. To use the computer lab, you must first set up an account. Follow these steps:

- Request an application from the lab assistant.
- Complete your application and give it to the lab assistant.
- In 2–3 school days, you will receive the account information you need to use any of the school’s computers.

What does a student have to do to use the school’s computers?

- A. get an account
- B. take a computer class
- C. pay a small fee
- D. ask a teacher

Pause while students select their answers for Sample Question 2.

**SAY:**

The correct answer is A. You choose answer A because a student needs an account to use the school’s computers.

Sometimes the question asks you to find information in the passage. Here is an example:

### Sample Question 3

3. Mary and her friends Petra and David went to the mall yesterday to buy a birthday present for Petra’s baby sister. They bought her a lovely toy bear.

Why did Mary and her friends go to the mall?

- A. To see Petra’s sister
- B. To get some new shoes
- C. To have lunch
- D. To buy a gift

Pause while students select their answers for Sample Question 3.

## GRADES 3–12 READING DIRECTIONS

**SAY:**

Answer D is the best answer. You choose answer D because the passage says that Mary and her friends went to buy a present at the mall.

(PAUSE)

**SAY:**

Remember: Read the passage once. Then read the question carefully. Read the passage again if necessary before you choose your answer.

### SCRIPT FOR GRADES 3–5 (IF USING SUGGESTED ADMINISTRATION TIMES)

**SAY:**

In a moment, you will begin taking the reading assessment. You will have 30 minutes to complete Part 1 and Part 2 of the test by marking your answers on page 3 in your answer document. When you come to the stop sign after question 16, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Parts 1 and 2. Do not look ahead to Part 3.

Do you have any questions?

Pause to answer any procedural questions.

**SAY:**

You may now begin the assessment.

Pause. After about 30 minutes (and a break, if applicable), read the script below before allowing students to begin Part 3.

**SAY:**

In a moment, you will take Part 3 of the reading assessment. You will have 30 minutes to complete Part 3. In this part of the test, you will read longer passages and answer questions about them. You will mark your answers on page 4 in your answer document just as you did for Parts 1 and 2. When you come to the stop sign after question 50, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Part 3. Do not look ahead to the writing test.

Do you have any questions?

PAUSE to answer any procedural questions.

**SAY:**

You may now turn to page 26 and begin Part 3 of the test.



## GRADES 3–12 READING DIRECTIONS

### SCRIPT FOR GRADES 6–8 (IF USING SUGGESTED ADMINISTRATION TIMES)

**SAY:**

In a moment, you will begin taking the reading assessment. You will have 30 minutes to complete Part 1 and Part 2 of the test by marking your answers on page 3 in your answer document. When you come to the stop sign after question 15, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Parts 1 and 2. Do not look ahead to Part 3.

Do you have any questions?

Pause to answer any procedural questions.

**SAY:**

You may now begin the assessment.

Pause. After about 30 minutes (and a break, if applicable), read the script on the next page before allowing students to begin Part 3.

**SAY:**

In a moment, you will take Part 3 of the reading assessment. You will have 30 minutes to complete Part 3. In this part of the test, you will read longer passages and answer questions about them. You will mark your answers on page 4 in your answer document just as you did for Parts 1 and 2. When you come to the stop sign after question 50, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Part 3. Do not look ahead to the writing test.

Do you have any questions?

Pause to answer any procedural questions.

**SAY:**

You may now turn to page 20 and begin Part 3 of the test.

### SCRIPT FOR GRADES 9–12 (IF USING SUGGESTED ADMINISTRATION TIMES):

**SAY:**

In a moment, you will begin taking the reading assessment. You will have 30 minutes to complete Part 1 and Part 2 of the test by marking your answers on page 4 in your answer document. When you come to the stop sign after question 20, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Parts 1 and 2. Do not look ahead to Part 3.

Do you have any questions?

Pause to answer any procedural questions.

## GRADES 3–12 READING DIRECTIONS

**SAY:**

You may now begin the assessment.

Pause. After about 30 minutes (and a break, if applicable), read the script below before allowing students to begin Part 3.

**SAY:**

In a moment, you will take Part 3 of the reading assessment. You will have 45 minutes to complete Part 3. In this part of the test, you will read longer passages and answer questions about them. You will mark your answers on page 5 in your answer document just as you did for Parts 1 and 2. When you come to the stop sign after question 60, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Part 3. Do not look ahead to the writing test.

Do you have any questions?

Pause to answer any procedural questions.

**SAY:**

You may now turn to page 24 and begin Part 3 of the test.

### SCRIPT FOR GRADES 3–5 AND 6–8 (IF NOT USING SUGGESTED ADMINISTRATION TIMES)

**SAY:**

In a moment, you will begin taking the reading assessment. You will have as much time as you need to complete this test. You will mark your answers on page 3 or 4 in your answer document. When you come to the stop sign after question 50, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for the reading test. Do not look ahead to the writing test. If you need a break during the test, close your test booklet and raise your hand.

Do you have any questions?

Pause to answer any procedural questions.

**SAY:**

You may now begin the assessment.

## **GRADES 3–12 READING DIRECTIONS**

### **SCRIPT FOR GRADES 9–12 (IF NOT USING SUGGESTED ADMINISTRATION TIMES)**

**SAY:**

In a moment, you will begin taking the reading assessment. You will have as much time as you need to complete this test. You will mark your answers on pages 4 and 5 in your answer document. When you come to the stop sign after question 60, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for the reading test. Do not look ahead to the writing test. If you need a break during the test, close your test booklet and raise your hand.

Do you have any questions?

Pause to answer any procedural questions.

**SAY:**

You may now begin the assessment.

## GRADES 3–12 WRITING DIRECTIONS

This section of the *TAM* contains directions for administering the ELDA writing assessment. **All scripted directions are in bold print and must be read verbatim.**

### WRITING ADMINISTRATION DIRECTIONS AND SCRIPT

Make sure that all students are seated properly before administering the writing assessment. Each student should have two No. 2 pencils with erasers.

Follow the directions below as closely as possible. Scripted directions are in bold print and should be read to students verbatim at the beginning of the assessment session. If providing a break to students, it is recommended that this occur between parts 1 and 2 of the writing assessment.

There is a stop sign following the last question in each part of the writing assessment. Before test administration begins, decide if and when you will provide a break for students, and instruct them accordingly. For example, if providing a break between parts 1 and 2 of the assessment, instruct students to close their test booklets when they come to the stop sign after part 1 and to continue past the stop sign at the end of part 2.

The ELDA is not a timed assessment. The suggested administration times provided in this section are for planning purposes and may prove helpful in schools with large numbers of students to test. However, use your discretion as an administrator with regard to time allotted for students to complete the assessment.

The suggested times for completing the sections of the test are flexible. If you notice that **all** students have finished before the suggested time, you may wish to have them start the next section earlier. Likewise, if most students have not finished in the suggested time, you may wish to extend their testing time. If you know ahead of time that some students are likely to take longer than the recommended time to complete the assessment, you should make arrangements to have them tested individually or in a small group with extended time.

### ELDA WRITING SCRIPT

**SAY:**

**You are about to take the writing section of the ELDA. You may not talk during this test. I will now pass out the test booklets and answer documents. Do not open your test booklet or answer document until I tell you to do so.**

Pause. Pass out the reading/writing test booklets and answer documents.

**SAY:**

**Does everyone have two pencils with erasers?**

Pause. Distribute additional pencils if necessary. Make sure students are appropriately seated and test materials and pencils have been distributed.

## GRADES 3–12 WRITING DIRECTIONS

**SAY:**

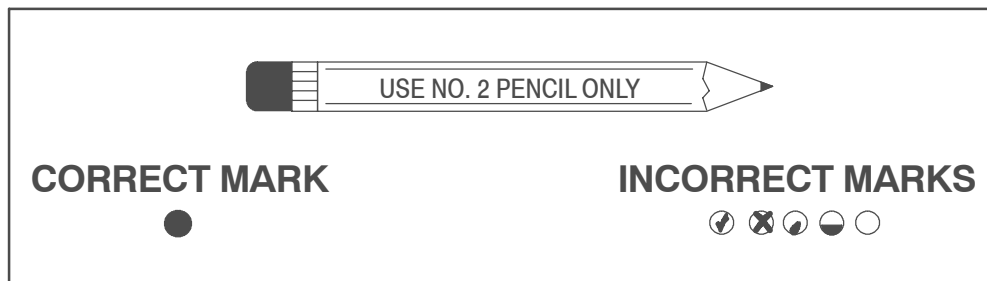
Grades 3–5: Please open your test booklet to page 47.

Grades 6–8: Please open your test booklet to page 41.

Grades 9–12: Please open your test booklet to page 49.

**This section tests how well you can write in English. You will darken the circles in your answer document for some questions; for others, you will write a response to a prompt. Here is an example of how to correctly darken a circle:**

(PAUSE)



Read the following scripts if you are using the suggested administration times. If you are not using the suggested administration times, see the note at the end of this section.

### WRITING PART I (READ THIS SCRIPT FOR ALL GRADE CLUSTERS)

**SAY:**

**For the written responses for Part 1, read each prompt carefully. Then write your answer in the space provided. Write as much as you can. Your response will be scored on the basis of how well you do the following:**

- Write about the prompt
- Include details in your answer
- Be sure your response makes sense and is easy to understand
- Use the English language correctly

(PAUSE)

**SAY:**

**Here is an example prompt:**

**S1. What do you like to do on Saturdays?**

**Write at least three sentences about one thing you like to do on Saturdays.**

**Here is a sample answer:**

## GRADES 3–12 WRITING DIRECTIONS

EXAMPLE FOR GRADES 3–5 ONLY:

**SAY:**

I love to read books on Saturdays. My favorite kind of book is a mystery book. Sometimes I read three books in one day!

EXAMPLE FOR GRADES 6–8 ONLY:

**SAY:**

On Saturdays my grandmother always comes over and together we cook a big meal for the family. She is teaching me how to make traditional Swedish foods, like meatballs and cookies. I love cooking with my grandmother.

EXAMPLE FOR GRADES 9–12 ONLY:

**SAY:**

On Saturdays I like to go running. I am going to try out for the track team next year, so I'm training. Each Saturday I see how long it takes me to run to the gas station and back. I'm getting faster and faster. I hope I make the team!

(PAUSE)

**SAY:**

Now that you have heard the sample answer, think about these questions:

Does the response answer the question?

Does the answer include details?

Does the answer make sense?

Pause while students consider these questions.

**SAY:**

Do you have any questions?

Pause to answer students' questions.

## GRADES 3–12 WRITING DIRECTIONS

### SCRIPT FOR GRADES 3–5 AND 6–8 – WRITING PART I

**SAY:**

In a moment, you will begin taking Part 1 of the writing test. The question will tell you which page to write on in your answer document. You will have 30 minutes to complete Part 1. When you come to the stop sign after question 4, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Part 1. Do not look ahead to Parts 2 or 3.

Do you have any questions?

Pause to answer procedural questions.

**SAY:**

You may now turn the page and begin the assessment.

### SCRIPT FOR GRADES 9–12 – WRITING PART I

**SAY:**

In a moment, you will begin taking Part 1 of the writing test. The question will tell you which page to write on in your answer document. You will have 30 minutes to complete Part 1. When you come to the stop sign after question 5, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Part 1. Do not look ahead to Parts 2 or 3.

Do you have any questions?

Pause to answer procedural questions.

**SAY:**

You may now turn the page and begin the assessment.

Pause. After 30 about minutes (and a break, if applicable), read the script below before allowing students to begin Parts 2 and 3.

**SAY:**

Grades 3–5: Please open your test booklet to page 51 of the writing test.

Grades 6–8: Please open your test booklet to page 45 of the writing test.

Grades 9–12: Please open your test booklet to page 53 of the writing test.

## GRADES 3–12 WRITING DIRECTIONS

### WRITING PART II (READ THIS SCRIPT FOR ALL GRADE CLUSTERS)

**SAY:**

For questions in Part 2, you will read examples of student writing. Read these passages very carefully, and then read the test questions and choose the best answer.

Be sure to look back at the passages to help you answer the test questions. Sometimes, an answer choice might seem correct by itself, but if you read the whole passage, you will see that it is not. Be sure to read and pay attention to the whole passage before you answer the test questions. You will darken the circle for each answer in your answer document.

Here is an example:

S2. My sister is my best friend. She plays with me and made me laugh.

Choose the best answer to replace made. Choose D if no change is needed.

- A. makes
- B. making
- C. make
- D. No change is needed.

Pause while students answer the practice question.

**SAY:**

Answer A is the best answer. You choose answer A since it is the best answer.

### WRITING PART III (READ THIS SCRIPT FOR ALL GRADE CLUSTERS)

**SAY:**

For questions in Part 3, you will look at some graphic organizers that students have made to help them plan their writing. Look carefully at the graphic organizers, and then read the questions. Look at the four answer choices and choose the best one. You may look back at the graphic organizers if you need to. You will darken the circle for each answer in your answer document. Here is an example of how to correctly darken a circle:

(PAUSE)



## GRADES 3–12 WRITING DIRECTIONS



**CORRECT MARK**



**INCORRECT MARKS**



**SAY:**

In a moment, you will take Parts 2 and 3 of the writing test. You will have 30 minutes to complete the rest of the writing test. When you come to the end of the test, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Parts 2 and 3.

Do you have any questions?

Pause to answer any procedural questions.

**SAY:**

You may now turn the page and begin taking parts 2 and 3 of the assessment.

### UNTIMED ADMINISTRATION

If you are not using the suggested administration times, you may read the scripts all at once, or you may stop students after each part of the test and read the instructions for the next section at that time. Use the following chart to help students locate the instructions for each part of the test:

**Writing Assessment Parts  
Instruction Pages**

Cluster	Part 1	Part 2	Part 3
Grades 3–5	Page 47	Page 51	Page 57
Grades 6–8	Page 41	Page 45	Page 51
Grades 9–12	Page 49	Page 53	Page 59

## GRADES 3–12 LISTENING DIRECTIONS

This section of the *TAM* contains directions for administering the ELDA listening assessment. The directions include information on preparing for the administration and a script and guidelines for teachers to follow when they administer the assessment. **All scripted directions are in bold and must be read verbatim.**

### LISTENING ADMINISTRATION DIRECTIONS AND SCRIPT

Make sure that all students are seated appropriately before administering the listening assessment. Each student should have two pencils with erasers.

Follow the directions below as closely as possible. Scripted directions in bold should be read to the students verbatim during the assessment session.

Read the script below before playing the prompting recording. You will pause the prompting recording at the end of each part of the listening assessment. Breaks can be provided at this time (a break between Parts 3 and 4 is recommended). You will then restart the prompting recording to play the instructions for the next part of the test.

#### ADMINISTRATION SCRIPT

**SAY:**

**You are about to take the listening section of the ELDA assessment. This section tests how well you listen and understand in English. You may not talk during this test. I will now pass out the test booklets and answer documents. Do not open your test booklet or answer document until I tell you to do so.**

Pause. Pass out the listening/speaking test booklets and answer documents.

**SAY:**

**Does everyone have two pencils with erasers?**

Pause. Distribute additional pencils if necessary. Make sure students are appropriately seated and test materials and pencils have been distributed.

**SAY:**

**In a few moments, you will listen to a recording. The recording will tell you everything you need for the listening test. I will stop the recording at the end of each part of the test. If you have any questions about this test, please ask me now.**

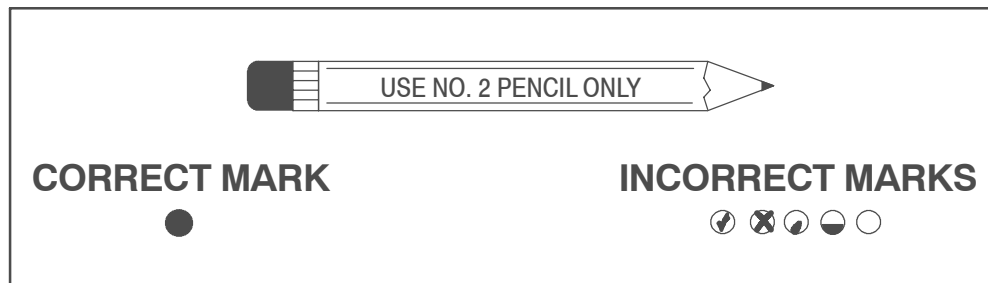
Pause to answer questions.

**SAY:**

**On the recording you will hear stories and questions. You will hear each question once. You will answer the questions by darkening the circles on page 10 of your answer document for grades 3–5 and 6–8 and page 11 for grades 9–12. Here is an example of how to correctly darken a circle:**

(PAUSE)

## GRADES 3–12 LISTENING DIRECTIONS



**SAY:**

**I will now play the recording. Please open your test booklet to the first page of the listening test and wait for the test to start.**

Pause. Be sure that all students have opened their booklets to the first page.

Play CD.

[See scripts below for procedures during administration.]

### SCRIPT AND PROCEDURES FOR GRADES 3–5

Pause the prompting recording after students have had 10 seconds to respond to question 8. Be sure that all students are ready to proceed with the next part.

**SAY:**

**I will now play the instructions for Part 2 of the listening test.**

Pause. Play CD.

After you hear the sentence, “Here is an example of how to correctly darken a circle,” pause the prompting recording once again.

**SAY:**

**Do you have any questions?**

Pause to answer procedural questions.

**SAY:**

**You may now turn the page and wait for Part 2 of the listening test to begin.**

Pause. Play CD.

Pause the prompting recording after students have had 10 seconds to respond to question 16. Be sure that all students are ready to proceed with the next part.

## GRADES 3–12 LISTENING DIRECTIONS

**SAY:**

**I will now play the instructions for Part 3 of the listening test.**

Pause. Play CD.

After you hear the sentence, “Here is an example of how to correctly darken a circle,” pause the prompting recording once again.

**SAY:**

**Do you have any questions?**

Pause to answer procedural questions.

**SAY:**

**You may now turn the page and wait for Part 3 of the listening test to begin.**

Pause. Play CD.

Pause the prompting recording after students have had 10 seconds to respond to question 38.

If the entire listening assessment will be administered in the same assessment session, students should be given at least a 10-minute break between Parts 3 and 4.

Be sure that all students are ready to proceed with Part 4.

**SAY:**

**I will now play the instructions for Part 4 of the listening test.**

Pause. Play CD.

After you hear the sentence, “Here is an example of how to correctly darken a circle,” pause the prompting recording once again.

**SAY:**

**Do you have any questions?**

Pause to answer procedural questions.

**SAY:**

**You may now turn the page and wait for Part 4 of the listening test to begin.**

[Play CD.]

When you hear the closing (“This is the end of the listening section. Please put down your pencils and close your test books.”), stop the prompting recording. Be sure that you have collected all student test booklets and answer documents before dismissing students.

## GRADES 3–12 LISTENING DIRECTIONS

### SCRIPT AND PROCEDURES FOR GRADES 6–8

Pause the prompting recording after students have had 10 seconds to respond to question 8. Be sure that all students are ready to proceed with the next part.

**SAY:**

**I will now play the instructions for Part 2 of the listening test.**

Pause. Play CD.

After you hear the sentence, “Here is an example of how to correctly darken a circle,” pause the prompting recording once again.

**SAY:**

**Do you have any questions?**

Pause to answer procedural questions.

**SAY:**

**You may now turn the page and wait for Part 2 of the listening test to begin.**

Pause. Play CD.

Pause the prompting recording after students have had 10 seconds to respond to question 16. Be sure that all students are ready to proceed with the next part.

**SAY:**

**I will now play the instructions for Part 3 of the listening test.**

Pause. Play CD.

After you hear the sentence, “Here is an example of how to correctly darken a circle,” pause the prompting recording once again.

**SAY:**

**Do you have any questions?**

Pause to answer procedural questions.

**SAY:**

**You may now turn the page and wait for Part 3 of the listening test to begin.**

[Play CD.]

Pause the prompting recording after students have had 10 seconds to respond to question 30.

If the entire listening assessment will be administered in the same assessment session, students should be given at least a 10-minute break between Parts 3 and 4.

## GRADES 3–12 LISTENING DIRECTIONS

Be sure that all students are ready to proceed with Part 4.

**SAY:**

**I will now play the instructions for Part 4 of the listening test.**

Pause. Play CD.

After you hear the sentence, “Here is an example of how to correctly darken a circle,” pause the prompting recording once again.

**SAY:**

**Do you have any questions?**

Pause to answer procedural questions.

**SAY:**

**You may now turn the page and wait for Part 4 of the listening test to begin.**

Pause. Play CD.

Pause the prompting recording after students have had 10 seconds to respond to question 38. Be sure that all students are ready to proceed with the next part.

**SAY:**

**I will now play the instructions for Part 5 of the listening test.**

Pause. Play CD.

After you hear the sentence, “Here is an example of how to correctly darken a circle,” pause the prompting recording once again.

**SAY:**

**Do you have any questions?**

Pause to answer procedural questions.

**SAY:**

**You may now turn the page and wait for Part 5 of the listening test to begin.**

When you hear the closing (“This is the end of the listening section. Please put down your pencils and close your test books.”), stop the prompting recording. Be sure that you have collected all student test booklets and answer documents before dismissing students.

## GRADES 3–12 LISTENING DIRECTIONS

### SCRIPT AND PROCEDURES FOR GRADES 9–12

Pause the prompting recording after students have had 10 seconds to respond to question 10. Be sure that all students are ready to proceed with the next part.

**SAY:**

**I will now play the instructions for Part 2 of the listening test.**

Pause. Play CD.

After you hear the sentence, “Here is an example of how to correctly darken a circle,” pause the prompting recording once again.

**SAY:**

**Do you have any questions?**

Pause to answer procedural questions.

**SAY:**

**You may now turn the page and wait for Part 2 of the listening test to begin.**

Pause. Play CD.

Pause the prompting recording after students have had 10 seconds to respond to question 20. Be sure that all students are ready to proceed with the next part.

**SAY:**

**I will now play the instructions for Part 3 of the listening test.**

Pause. Play CD.

After you hear the sentence, “Here is an example of how to correctly darken a circle,” pause the prompting recording once again.

**SAY:**

**Do you have any questions?**

Pause to answer procedural questions.

**SAY:**

**You may now turn the page and wait for Part 3 of the listening test to begin.**

Pause. Play CD.

Pause the prompting recording after students have had 10 seconds to respond to question 32.

If the entire listening assessment will be administered in the same assessment session, students should be given at least a 10-minute break between Parts 3 and 4.

## GRADES 3–12 LISTENING DIRECTIONS

Be sure that all students are ready to proceed with Part 4.

**SAY:**

**I will now play the instructions for Part 4 of the listening test.**

Pause. Play CD.

After you hear the sentence, “Here is an example of how to correctly darken a circle,” pause the prompting recording once again.

**SAY:**

**Do you have any questions?**

Pause to answer procedural questions.

**SAY:**

**You may now turn the page and wait for Part 4 of the listening test to begin.**

Pause. Play CD.

Pause the prompting recording after students have had 10 seconds to respond to question 40. Be sure that all students are ready to proceed with the next part.

**SAY:**

**I will now play the instructions for Part 5 of the listening test.**

Pause. Play CD.

After you hear the sentence, “Here is an example of how to correctly darken a circle,” pause the prompting recording once again.

**SAY:**

**Do you have any questions?**

Pause to answer procedural questions.

**SAY:**

**You may now turn the page and wait for Part 5 of the listening test to begin.**

When you hear the closing (“This is the end of the listening section. Please put down your pencils and close your test books.”), stop the prompting recording. Be sure that you have collected all student test booklets and answer documents before dismissing students.



## GRADES 3–12 SPEAKING DIRECTIONS

Students will respond to recorded speaking prompts. The TA will play the prompting recording and score students' spoken responses in real time. Specific scripted directions to be read to students are located on the next page of this manual. Scoring guidelines are located in the Speaking Scoring Guide included with the administration materials. Review the scoring guidelines carefully before administering the assessment.

### SPEAKING ADMINISTRATION DIRECTIONS AND SCRIPT

This section of the *TAM* contains directions for administering the ELDA speaking assessment. The directions include information on preparing for the administration and a script and guidelines for teachers to follow when they administer the assessment. **All scripted directions are in bold and must be read verbatim.**

Follow the directions as closely as possible. The scripted instructions in bold must be read verbatim during the administration of the speaking section. To assist in the administration, the script is organized into the five stages of the administration:

1. Introduction
2. Directions on How to Answer
3. Activate the Prompting Recording
4. Complete the Final Preparations
5. Begin the Assessment

## GRADES 3–12 SPEAKING DIRECTIONS

### 1. INTRODUCTION

**SAY:**

Hello. Welcome to the ELDA Assessment of English speaking. This section tests how well you can speak in English.

Today you will participate in the ELDA Assessment of English speaking. Students in our state and many others will take this assessment.

We will use this assessment to learn about your skills in speaking English in school.

Please do your best to answer all the questions, using your best English.

In a few moments, you will listen to 16 questions about some school topics. You will answer the questions in English.

I will listen to and grade your answers. Do not worry if some of the questions are difficult. Only I will hear your responses.

### 2. DIRECTIONS ON HOW TO ANSWER

**SAY:**

In a moment I will play a recording of questions that you will answer in English.

Please take your time and think about your answers.

When you answer, speak clearly.

The information in the question will tell you how long your answer should be. If you cannot answer the whole question, you should try to answer as much as possible.

After you hear a question, you will hear two beeps:

After the first beep, begin speaking.

When you hear the second beep, stop speaking and get ready to listen to the next question.

Do you have any questions now?

Pause and wait for responses from students and answer any questions.

### 3. ACTIVATE THE PROMPTING RECORDING

**SAY:**

You will now answer two practice questions. You will hear each question twice. Listen carefully and answer the question as best you can.

Pause. Now turn on the prompting recording. A voice on the recording will greet the students and administer practice question number 1. A beep will signal students that they can begin speaking. The second beep will signal them to stop speaking.

## GRADES 3–12 SPEAKING DIRECTIONS

Listen to the students as they respond to practice question 1 to be sure they are responding in English. If they are not, remind them to respond in English as best they can.

PAUSE the prompting recording after students have completed their responses to practice question number 1. The second beep will indicate that the response time has ended.

**SAY:**

**You just heard and responded to the first practice question. Do you have any questions?**

Pause and wait for responses and answer any questions.

**SAY:**

**I will now play the second practice question.**

Pause. Play practice question number 2. Again students will hear a beep to begin speaking, and a beep to stop speaking. Pause the prompting recording after the second beep after practice question 2.

### 4. COMPLETE THE FINAL PREPARATIONS

Give the student a listening/speaking test booklet appropriate for his or her grade level.

**SAY:**

**We are now ready to start the assessment. Please note that the tasks have pictures with them.**

**The pictures will help you answer the questions. The pictures are numbered. The person speaking on the recording will tell you which pictures to look at for each question.**

**Once we begin, I will not be able to answer questions or stop the recording.**

**Do you have any final questions?**

Pause and wait for a response.

**SAY:**

**You may now open your test booklet to the first page of the speaking test.**

**Grades 3–5 and 6–8: Open your test booklet to page 31.**

**Grades 9–12: Open your test booklet to page 41.**

**Enjoy yourself, and good luck!**

## **GRADES 3–12 SPEAKING DIRECTIONS**

### **5. BEGIN THE ASSESSMENT**

Turn on the prompting recording and prepare to score the students' responses. You will record the students' speaking scores on page 8 of their answer documents. See the Speaking Scoring Guide for further information.

Turn off the prompting recording after you hear the following words:

“Thank you! You have just completed the ELDA speaking assessment.”

Place the student's answer document and testing booklet with the other testing materials. The prompting recording must be returned with all other assessment materials after test administration is complete.

## APPENDIX A

### LABELING/CODING OF TEST BOOKLETS/ANSWER DOCUMENTS

#### PREIDENTIFICATION STUDENT LABELS

- Preidentification labels are printed based on the SASI precode information submitted to the SDE in January.
- The DTC should contact the district's SASI data manager and then the contractor if there are any systemic or gross errors on the preidentification labels (e.g., all printed labels in a school contain inaccurate information).
- The following is an example of the information that is printed on the ELDA preidentification labels.

^      ALIGN TOP OF LABEL      ^		
JOHNSON, AMANDA		
GRADE: 7	GENDER: F	DOB: 06/12/1994
<div>BARCODE</div>		
<b>P520730000000109</b>		
0101 MIDDLEVILLE		
001 MIDDLEVILLE MIDDLE		
STUDENT SASI ID: 123456789012		<b>ELDA</b>

- The preidentification labels, as shown above, contain the student name, grade, gender, date of birth, student SASI ID, school, and district name. There is also a contractor barcode and ID number.
- If preidentification labels are transferred to another school, the score results will be reported with the original school unless the receiving school places single document labels on the test booklets/answer documents.

#### STUDENTS WITHOUT PREIDENTIFICATION LABELS

**All test booklets/answer documents must have a label applied before students use them.** STCs must ensure that student information is completed on all student answer documents in a secure manner. Administrators should also place a single document label (shipped with the test materials) in the box in the lower left-hand corner of each student's answer document.

All applicable demographic questions must be completed for each student. If a particular question is not applicable to a student, leave that question blank.

## APPENDIX A

### LABELING/CODING OF TEST BOOKLETS/ANSWER DOCUMENTS

#### *Single Document Labels*

- Single document labels must be applied to the test booklet/answer document for students who were not submitted through precode in January or for students whose precode information is incorrect.

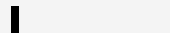
S	^	ALIGN TOP OF LABEL	^	S
<div>BAR CODE</div>				
<b>L520730100000105</b>				
0101 MIDTOWN				
001 MIDTOWN MIDDLE SCHOOL				
<b>ELDA 2007 SINGLE-DOCUMENT LABEL</b>				

#### *Home School Single Document Labels*

Home school single document labels will be included in the materials sent to the DTC. These labels must be applied to the test booklets/answer documents used by home school students.

The home school single document labels are similar to the other single document labels except “Home School” is preprinted on the school name line.

S	^	ALIGN TOP OF LABEL	^	S
<div>BAR CODE</div>				
<b>L520730100000105</b>				
0101 MIDTOWN				
000 HOME SCHOOL				
<b>ELDA 2007 SINGLE-DOCUMENT LABEL</b>				

^	ALIGN TOP OF LABEL	^
THE DISTRICT TEST COORDINATOR MUST FOLLOW THE SPECIAL INSTRUCTIONS PROVIDED WITH THIS LABEL.		
 A barcode consisting of vertical black bars of varying widths, with the word "BARCODE" printed in the center.		
<b>D520730NOTSCORE</b>		
DOCUMENTATION REGARDING USE OF THIS LABEL MUST BE KEPT ON FILE AT THE DISTRICT OFFICE FOR ONE YEAR.		
<b>ELDA 2007</b>		

## APPENDIX A

### LABELING/CODING OF TEST BOOKLETS/ANSWER DOCUMENTS

#### CODING ELDA ANSWER DOCUMENTS WITH SINGLE-DOCUMENT LABELS

The **test administrator** must code the following sections on each student's answer document **before testing**:

- E. Date of Birth
- F. Gender
- G. Grade
- I. Student's Name
- J. Student State ID Number

As noted in the test administration directions, **students** are responsible for completing the following sections:

- A. Student's Name
- B. Test Administrator's Name
- C. School Name
- D. District Name
- H. Race/Ethnicity

The test administrator should write the information for **sections B–D** on the board for students to copy.

The **test administrator** must complete all applicable following sections **after testing**:

- K. First or Native Language
- L. School Lunch Status
- M. Migrant
- O. Special Education Exceptionality
- P. Special Education Student Test Accommodation(s)
- Q. Student with Disabilities According to Section 504
- R. Test Accommodation(s) for Student with Disabilities According to Section 504
- T. Date of Entry into the U.S.
- V. ESOL Instructional Model
- W. Time Student Enrolled in English Instruction

It is not necessary to complete sections N, S, and U on the answer document.



## APPENDIX A

### LABELING/CODING OF TEST BOOKLETS/ANSWER DOCUMENTS

#### CODING THE DEMOGRAPHIC SECTION ON ELDA ANSWER DOCUMENTS

**Section A (Student's Name):** The student should print his or her name on this line.

**Section B (Test Administrator's Name), Section C (School Name), Section D (District Name):** The student should complete these sections. The test administrator should write this information on the board for the student to copy.

**Section E (Date of Birth):** If a single-document label is affixed to the answer document, the test administrator should fill in the boxes and darken the corresponding circles on the answer document before testing. Dates before 10 should be entered as a two-digit number, e.g., 08.

**Section F (Gender):** If a single-document label is affixed to the answer document, the test administrator should darken the appropriate circle on the answer document before testing.

**Section G (Grade):** If a single-document label is affixed to the answer document, the test administrator should darken the appropriate grade circle on the answer document before testing.

**Section H (Race/Ethnicity):** If a single-document label is affixed to the answer document, the student should darken the appropriate circle on the answer document. Choose one ethnicity by darkening the appropriate bubble. Descriptions of the ethnicity codes are provided below.

#### ETHNICITY CODE DESCRIPTIONS

Black	=	The student has origins in any of the original racial groups of Africa (not of Hispanic origin).
Alaskan Native or American Indian	=	The student has origins in any of the original peoples of North America and maintains cultural identification through affiliation or community recognition.
Asian/Pacific Islander	=	The student has origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, other Pacific Islands, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Hispanic	=	The student is a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture of origin—regardless of race.
White	=	The student has origins in any of the original peoples of Europe, North Africa, or the Middle East (not of Hispanic origin).
Other	=	The student has origins that are different from those listed above.

**Section I (Student's Name):** If a single-document label is affixed to the answer document, the test administrator should print the student's name in the row of boxes above the grid, last name first, and darken the corresponding circle. For each box left blank, the corresponding circle should be darkened.

**Section J (Student State ID Number):** If a single-document label is affixed to the answer document, the test administrator should print the student's state ID number in the boxes and darken the appropriate circles before testing.

## APPENDIX A

### LABELING/CODING OF TEST BOOKLETS/ANSWER DOCUMENTS

**Section K (First or Native Language):** If a single-document label is affixed to the answer document, the test administrator should darken the appropriate circle once testing is complete. If this box is left blank, the field will be reported as blank.

**Section L (School Lunch Status):** Before the assessment begins, the test administrator should code this section on answer documents with single document labels only. All personnel involved in testing should be aware that this is confidential information. If this box is left blank, the field will be reported as blank.

**Section M (Migrant):** If a single-document label is affixed to the answer document and this section applies to the student, please darken the bubble.

**Section N (Education Classification):** The test administrator should darken the appropriate circle after the assessment is completed. If this box is left blank, the field will be reported as blank.

**Section O (Special Education Exceptionality):** The test administrator should darken **one** circle only. If there is more than one exceptionality, the circle for the **primary** disabling condition should be darkened. Only the exceptionality listed on the Program/Services page of the student's Individualized Education Program (IEP) is acceptable.

**Section P (Special Education Student Test Accommodation[s]):** **This section is to be coded after testing is completed.** The test administrator should indicate any accommodations that were used in testing. **More than one circle may be darkened.** Accommodations may be used as needed by any special education student, regardless of the special education exceptionality. Test accommodations should not be different from or in addition to the accommodations provided in classroom instruction and assessment as indicated on the IEP.

**Section Q (Student with Disabilities According to Section 504):** The test administrator should complete section Q for **all** students. If section Q is coded Yes, the test administrator must also code section R.

**Section R (Test Accommodation[s] for Student with Disabilities According to Section 504):** **This section is to be coded after testing is completed.** The test administrator should indicate any accommodations that were used in testing. **More than one circle may be darkened.** Test accommodations are the same as those for special education students.

**NOTE:** A gifted or talented student may have Section 504 accommodations. In that case, sections O, P, Q, R, S, and T would be coded. Section P would be coded *No Accommodations*.

**Section S (Born in the U.S.):** The test administrator should indicate if the student was born in the U.S.

**Section T (Date of Entry into the U.S.):** The test administrator must indicate the date student entered the United States.

**Section U (Time Student Enrolled in a School in the U.S.):** The test administrator must indicate the date when the student first enrolled in a school in the United States.

## **APPENDIX A**


### **LABELING/CODING OF TEST BOOKLETS/ANSWER DOCUMENTS**

**Section V (ESOL Instructional Model):** The test administrator must indicate the type of ESOL Instructional Model in which the student is enrolled.

**Section W (Time Student Enrolled in English Instruction):** The test administrator must indicate the length of time student has participated in the ESOL Instructional Model indicated in section U.



# APPENDIX B SAMPLES

<div style="margin-bottom: 10px;"> <b>A</b> _____  Student's Signature </div> <div style="margin-bottom: 10px;"> <b>B</b> _____  Test Administrator's Name </div> <div style="margin-bottom: 10px;"> <b>C</b> _____  School Name </div> <div> <b>D</b> _____  District Name </div>	 <b>Spring 2007</b> <b>Grade Cluster 3 – 5</b> <b>Reading/Writing/Listening/Speaking</b>	<div style="margin-bottom: 10px;"> <b>E</b> DATE OF BIRTH  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Month</th> <th>Day</th> <th>Year</th> </tr> </thead> <tbody> <tr><td>JAN</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>FEB</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>MAR</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>APR</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>MAY</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>JUN</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>JUL</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>AUG</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>SEPT</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>OCT</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>NOV</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> <tr><td>DEC</td><td><input type="radio"/></td><td><input type="radio"/></td></tr> </tbody> </table> </div> <div style="margin-bottom: 10px;"> <b>F</b> GENDER  <input type="radio"/> Male  <input type="radio"/> Female </div> <div style="margin-bottom: 10px;"> <b>G</b> GRADE  <input type="radio"/> 3  <input type="radio"/> 4  <input type="radio"/> 5 </div> <div> <b>H</b> RACE/ETHNICITY  <input type="radio"/> Black (not Hispanic)  <input type="radio"/> White (not Hispanic)  <input type="radio"/> Hispanic  <input type="radio"/> Asian or Pacific Islander  <input type="radio"/> Alaskan Native or American Indian  <input type="radio"/> Other </div>	Month	Day	Year	JAN	<input type="radio"/>	<input type="radio"/>	FEB	<input type="radio"/>	<input type="radio"/>	MAR	<input type="radio"/>	<input type="radio"/>	APR	<input type="radio"/>	<input type="radio"/>	MAY	<input type="radio"/>	<input type="radio"/>	JUN	<input type="radio"/>	<input type="radio"/>	JUL	<input type="radio"/>	<input type="radio"/>	AUG	<input type="radio"/>	<input type="radio"/>	SEPT	<input type="radio"/>	<input type="radio"/>	OCT	<input type="radio"/>	<input type="radio"/>	NOV	<input type="radio"/>	<input type="radio"/>	DEC	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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## APPENDIX B

### SAMPLES

<p><b>N WHAT IS THE STUDENT'S EDUCATION CLASSIFICATION?</b></p> <p><input type="radio"/> Regular Education Student</p> <p><input type="radio"/> Special Education Student</p>	<p><b>Q Is the student eligible for services according to Section 504?</b></p> <p><input type="radio"/> Yes      <input type="radio"/> No</p>	<p><b>V TYPE OF ESOL INSTRUCTIONAL MODEL</b> (Mark ONLY ONE.)</p> <p><input type="radio"/> ESL Pull-Out Class</p> <p><input type="radio"/> ESL Class Period</p> <p><input type="radio"/> ESL Push-In</p> <p><input type="radio"/> ESL Newcomer Program</p> <p><input type="radio"/> Sheltered Content-Based Program</p> <p><input type="radio"/> Structured Immersion</p> <p><input type="radio"/> Mainstream With Accommodation</p> <p><input type="radio"/> Mainstream Without Accommodation</p> <p><input type="radio"/> Monitored</p>																										
<p><b>O SPECIAL EDUCATION EXCEPTIONALITY</b> (Mark ONLY ONE.)</p> <p><input type="radio"/> Gifted</p> <p><input type="radio"/> Talented</p> <p><input type="radio"/> Autism</p> <p><input type="radio"/> Deaf-Blindness</p> <p><input type="radio"/> Developmental Delay</p> <p><input type="radio"/> Emotional Disturbance</p> <p><input type="radio"/> HI – Deaf</p> <p><input type="radio"/> HI – Hard of Hearing</p> <p><input type="radio"/> Mild Mental Disability</p> <p><input type="radio"/> Moderate Mental Disability</p> <p><input type="radio"/> Orthopedic Impairment</p> <p><input type="radio"/> Other Health Impairment</p> <p><input type="radio"/> Specific Learning Disability</p> <p><input type="radio"/> Speech or Language Impairment</p> <p><input type="radio"/> Traumatic Brain Injury</p> <p><input type="radio"/> Visual Impairment</p> <p><input type="radio"/> Other</p> <p>(Multiple Disabilities, Profound Mental Disability, Severe Mental Disability)</p>	<p><b>R TEST ACCOMMODATION(S) FOR STUDENT WITH DISABILITIES ACCORDING TO SECTION 504</b> (More than one may be used.)</p> <p><input type="radio"/> No Accommodations</p> <p><input type="radio"/> Braille</p> <p><input type="radio"/> Large Print</p> <p><input type="radio"/> Answers Recorded</p> <p><input type="radio"/> Assistive Technology</p> <p><input type="radio"/> Extended Time</p> <p><input type="radio"/> Communication Assistance (Exception: Reading Test <b>cannot</b> be signed or cued.)</p> <p><input type="radio"/> Transferred Answers</p> <p><input type="radio"/> Individual/Small Group Administration</p> <p><input type="radio"/> Tests Read Aloud (Exception: Reading Test <b>cannot</b> be read aloud.)</p> <p><input type="radio"/> Other</p>	<p><b>W TIME STUDENT ENROLLED IN ENGLISH INSTRUCTION INDICATED IN SECTION V</b></p> <p><input type="radio"/> Less than 1 year</p> <p><input type="radio"/> 1 year up to 2 years</p> <p><input type="radio"/> 2 years up to 3 years</p> <p><input type="radio"/> 3 years up to 4 years</p> <p><input type="radio"/> 4 years up to 5 years</p> <p><input type="radio"/> More than 5 years</p> <p><input type="radio"/> Not Applicable</p>																										
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No LEP accommodations are permitted on this assessment.

SECURE MATERIALS. MAY NOT BE DUPLICATED.

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## APPENDIX C

### TESTING STUDENTS WITH DOCUMENTED DISABILITIES

#### A. GENERAL INFORMATION

##### 1. Definition of an Individual with Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals with Disabilities Education Act (IDEA 97) and South Carolina State Board of Education Regulation 43-243.1 **or** one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

##### 2. Test Security Violation

**According to S.C. Code Ann. § 59-1-447 (1990), it is a test security violation to test a student without the accommodations, modifications, or customized materials specified in the IEP or 504 Accommodation Plan (e.g., not providing an oral administration specified in the IEP) or with accommodations, modifications, or customized materials not specified in the IEP or 504 Accommodation Plan. See page 6 of this manual for procedures that must be followed to report these security violations.**

##### 3. IEP and 504 Plan Requirements

Students in grades K–12 with a current Individualized Education Program (IEP) or 504 Accommodation Plan must participate in the ELDA. Students may participate in the assessment in the same manner as other students or with accommodations (reading, writing, listening, and speaking) and modifications (listening and speaking only). The IEP or 504 plan team determines **how** a student with disabilities participates in the ELDA assessments. Decisions about accommodations and modifications (listening and speaking only) must be made on an individual student basis, not on the basis of the category of disability or instructional placement.

Accommodations, modifications, and/or supplemental materials and devices must be consistent with those used routinely in classroom instruction and assessment throughout the school year. Any accommodations (reading, writing, listening, and speaking), modifications (listening and speaking only), and supplemental materials and devices used for instruction and assessment must be documented in the IEP or 504 Plan.

##### 4. Use of Monitors

The requirements regarding monitors, found on page 16 of this manual, also apply to the testing of students with disabilities. A TA must be in the room at all times when materials are not in locked storage, even if a monitor is present.

##### 5. Special Requests

The IEP team or 504 Plan team may determine that a student requires an accommodation, modification, or supplemental device that is not specifically addressed in this appendix. The DTC should use the form located on page C-13 of this appendix to request the use of specific accommodations, modifications, or supplemental materials or devices during testing. Fax this form to Chris Webster at (803) 734-8886. If you have further questions, contact Chris at cwebster@ed.sc.gov or (803) 734-5721.

## APPENDIX C

### TESTING STUDENTS WITH DOCUMENTED DISABILITIES

**Note:** Special circumstances do not include broken arms, sprains etc. Follow the instructions for dictation of responses for broken arms or other similar injuries that prevent students from completing the writing section.

#### B. ACCOMMODATIONS

##### 1. Definition of an Accommodation

An accommodation is defined as a change in the testing environment, procedures, or presentation that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills of Standard English to be assessed rather than disabilities.

##### 2. Examples of Accommodations

Table I presents the types of accommodations typically used during the ELDA.

**Table I — Examples of Accommodations for ELDA**

<b>Accommodation</b>	<b>Examples</b>
Setting	preferential seating, separate location, small group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, attention cueing, reading aloud to self, repeating/signing directions, customized forms, oral administration (writing only), or signed administration of listening and speaking.
Response Options	bold-line paper, typing responses, nonverbal indication of multiple-choice answer choices (listening, writing, and reading sections only), dictation of multiple-choice answer responses in the writing section, braille test responses, responding in a test booklet or on separate pages.
Supplemental Materials and Devices	provided by the district (see Section E of this appendix)
Special Requests	use form in Section G of this appendix

#### Setting

The ELDA may be administered in a setting appropriate to the student's individual needs. Setting accommodations may include the following:

- preferential seating in the classroom.
- separate location with minimal distractions.
- small group administration in a separate location.
- individual administration in a separate location.



## APPENDIX C

### TESTING STUDENTS WITH DOCUMENTED DISABILITIES

#### Timing

The ELDA are not timed tests. Students may take as long as they need to complete each test during the school day. Any timing accommodations must be monitored to maintain test security. Timing accommodations may include the following:

- frequent breaks in the testing room without contact with other students.
- extended breaks that may involve contact with other students.

#### Scheduling

The student may take portions of the ELDA over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test. Scheduling accommodations may include the following:

- administering the test in the afternoon rather than the morning.
- administering the test in one day with several testing sessions per day.
- administering the test over several days with one or several testing sessions per day.

#### Presentation

The student may require presentation accommodations or a customized form of the test. Presentation accommodations may include the following:

- The **TA** may highlight key words or phrases for students in the directions only. For example, TAs may highlight phrases in the student's test booklet such as "Read the passage and then answer the questions that follow."
- The **student** may highlight words, phrases, sentences, etc., when reading passages or test items.
- **Cueing** – The TA may write cues, use cue symbols, or orally cue the **directions only** of the test booklet (e.g., providing arrows, stop signs, or phrases like "Read this").
- **Student reading test aloud to him/herself** – The student may read the test questions aloud to him/herself. This accommodation requires an individual administration of the test.
- **Signed Administration** – TAs may sign, cue, or communicate through a sign language interpreter or transliterator scripted directions, stimuli, questions, and answer options for writing, listening, and speaking, as well as the prerecorded prompts in the listening and speaking sections. The test instructions, questions, and answer options should be signed directly as written. Listening and speaking prompts must be signed directly as presented orally on administration CDs. Signing the reading test is not an accommodation.
- **Student repeating/signing directions to the TA or interpreter** – The student may need to sign the directions to the TA for clarification or to demonstrate his or her understanding.

## APPENDIX C

### TESTING STUDENTS WITH DOCUMENTED DISABILITIES

- **Oral Administration of writing** – On the writing section **only** TAs may read scripted directions, item stimuli, questions, and answer options. All materials should be read directly as it is printed in the *TAM* and test booklet.
- **Customized forms** – The DTC must order these from the contractor. For more information about customized forms, see Section C of this Appendix.

#### Response Options

The student may require an alternative method of responding to a test question. The procedures for using the response options are in Section E of this appendix. Response options may include the following:

- **Bold-line paper** – Students may use bold-line paper for responding to constructed-response and extended writing items. The district must provide the student with the bold-line paper.
- **Typing the responses** – Students may type their responses to the constructed-response or extended writing items using a typewriter or a computer. No additional copies of the **extended response should be made or downloaded to a CD under any circumstances.**
- **Nonverbal indication of answer choices for multiple-choice items (reading, writing, and listening)** – Students may indicate their answer choices nonverbally (e.g., by pointing, by using a personal communication device).
- **Dictation of responses** – Students may dictate their answers to multiple-choice items to the TA. This accommodation requires an individual administration.
- **Braille test response options** – Students may use a braillewriter, slate and stylus, or electronic braille note-taking device.
- **Respond in test booklet** – Students may circle their answers to the multiple-choice questions in the test booklet.

#### C. CUSTOMIZED MATERIALS

Customized test materials will be provided as ordered by the district through the test contractor. No overage will be sent. Table II presents the types of customized materials used during the ELDA, as well as information about ordering and using the materials.

**Table II — Customized Materials for ELDA**

Test Materials	For the student who:	The TA will:
Braille	reads classroom materials in braille	staple any separate pages with student responses into the front of the print version of the test booklet
Large-Print	has difficulty reading text in a standard size font	staple any separate pages with student responses into the front of the test booklet

## APPENDIX C

### TESTING STUDENTS WITH DOCUMENTED DISABILITIES

#### 1. Braille

This form is used with students who read classroom materials in braille. Braille forms are available for the reading and writing tests and grades 3–12 and may be used with the *ELDA TAM*—for information normally read aloud to all students.

#### 2. Large-Print Test Booklets

This form should be used with students who have difficulty reading text in a standard size font. The large-print version is a 130% enlargement of the regular test booklet.

**Table III — Procedures for Marking Student Responses**

Form	Reading	Writing	Listening	Speaking
Braille	Student uses braillewriter, slate and stylus, or electronic braille note-taking device; TA transcribes all responses into student's answer document	Student uses braillewriter, slate and stylus, or electronic braille note-taking device; TA transcribes all responses into student's answer document	N/A	N/A
Large-Print	Student marks answers in Large-Print test booklet; TA transcribes all responses into student's answer document	Student marks answers in Large-Print test booklet; TA transcribes all responses into student's answer document	N/A	N/A

#### D. SUPPLEMENTAL MATERIALS AND DEVICES

Students with disabilities may use the following supplemental materials in conjunction with any test form. Supplemental materials and devices should be those used in the student's daily instruction and documented in the IEP or 504 Plan. **If any of these materials are used, the district or school must supply them.**

Be sure that the accommodation(s) codes have been completed for the appropriate students. Use of supplemental materials and devices should be coded as “other” accommodations on the test answer document.

**Remind students to wear prescribed eyeglasses or hearing aids for testing.**

- Amplification equipment or special acoustics (e.g., auditory trainer, sound field system)
- Magnifying device or special lighting (e.g., closed-circuit television, optical low-vision aid)
- Colored overlays
- Pointer, non-calibrated ruler, template, or other devices to assist in maintaining visual attention
- Braillewriter, braille note-taking device, typewriter, or word processor
- Pencil grips or large-diameter pencil
- Special adaptive/assistive devices (e.g., adaptive keyboard, voice synthesizer)

## APPENDIX C

### TESTING STUDENTS WITH DOCUMENTED DISABILITIES

- Tape recorder and cassette
- Television monitor and VCR
- Adaptive or special furniture

#### E. ADMINISTRATION PROCEDURES

The TA will read directions as written in the *TAM*. Some wording changes may be necessary depending on the mode of response by the student. (Example: instead of telling a student to “Mark your answers in your answer document,” you may say, “Point to your answer and I will mark your answer in your answer document.”)

#### PROCEDURES FOR ADMINISTERING THE ELDA

##### *Scheduling*

1. Estimate the duration of each testing session for the student.
2. Determine if the student can complete the test in one day or several days.
3. If it is determined that the student requires testing over several days, divide the test into “sections” according to the time allotted for each test session. Each “section” should end with the last question on an odd-numbered page so the student is not able to see test questions for the next session.
4. During each testing session, the student may work only on test questions for that “section.” The student may not go back and work on any “section” from a previous session.

##### *Using Bold-line Paper*

1. Students who provide responses on bold-line paper may use either a customized test booklet (large-print or Braille) or a regular test booklet.
2. Student responses on the bold-line paper must be transcribed into the appropriate section of the student’s answer document. Any separate pages with student responses must be stapled into the front of the print version of the test booklet
3. TAs must sign the *ELDA Security Affidavit Form for Alternative Response Options* and return it to the DTC.

##### *Typing the Responses*

1. Students who provide typed responses may use a customized test booklet (large-print or Braille) or a regular test booklet.
2. Typed student responses must be transcribed into the appropriate section of the student’s answer document. Any separate pages with student responses must be stapled into the front of the print version of the test booklet
3. TAs must sign the *ELDA Security Affidavit Form for Alternative Response Options* and return it to the DTC.

## APPENDIX C

### TESTING STUDENTS WITH DOCUMENTED DISABILITIES

#### Computer software issues when students type responses

A student **may not** use the spell check and other word processing features with a computer as an accommodation to complete constructed-response items for the writing assessment.

A student **may not** use computer-enhanced writing programs (e.g., on-line thesaurus, spell-check, grammar check, outline program) when responding to the extended-response portion of the writing assessment. The TA must disable the software programs and the student must be monitored while using a computer.

#### *Nonverbal Indication of Answer Choices for Multiple-Choice Items Only*

1. The student will indicate answers nonverbally by pointing to an answer choice in the test booklet (or by other means such as index cards) or by using an augmentative communication device. The TA will mark the student's answer in the test answer document, making sure that all student responses are carefully checked for accuracy and that all student demographic information is completed as appropriate.
2. TAs must sign the *ELDA Security Affidavit Form for Alternative Response Options* and return it to the DTC.

#### *Dictation of Responses to Multiple-Choice Items*

1. The student dictates the answer choice for multiple-choice items to the TA. The TA will mark the student's answer in the answer document.
2. TAs must sign the *ELDA Security Affidavit Form for Alternative Response Options* and return it to the DTC.

#### *Braille Responses to Multiple-Choice, Constructed-Response, and Extended-Response Items*

1. Students may use a braillewriter, slate and stylus, or electronic braille note taker, provided by the district, to answer test items.
2. Answers marked in the braille test booklet or submitted in braille will be translated directly by the TA and recorded in the test answer document.
3. TAs must sign the *ELDA Security Affidavit Form for Alternative Response Options* and return it to the DTC.
4. Follow the directions for return procedures in Section F.

#### *Oral Administration of Writing*

Oral administration of reading is not allowed; however, oral administration of writing is an allowable accommodation.

**Because there are no oral scripts, the materials may be reviewed up to 2 days before testing. All reviews must take place at the school with no students present and be coordinated through the STC with adherence to test security procedures.**

## APPENDIX C

### TESTING STUDENTS WITH DOCUMENTED DISABILITIES

1. Begin by reading aloud the scripted administration directions in the *TAM*.
2. Read item stimuli, questions, and response options exactly as written in the test booklet. Be particularly aware of the grammatical make-up and structure of the items. No modifications in the wording of the test questions are allowed. An unconscious pause, or change of inflection, and/or facial expression can be misleading or distracting to the student. Allow breaks in your voice to convey commas, end-of-sentence punctuation, and paragraph breaks. Pause between questions or statements and answer choices to give the student time to reflect on the items. Follow the student's direction as to how quickly or slowly to read. Pause at the student's request.
3. Give the student sufficient time to respond. However, if the student pauses for a considerable period of time, ask the student whether he or she wants you to repeat the item.
  - Students may request to skip an item and return to it later.
  - Repeat passages and/or questions as requested. The **entire** passage and/or question must be reread. Items may be repeated as many times as necessary. During group administrations, if there are numerous requests for repetitions, the TA may choose to reread items **only once** during the testing session and then repeat items as necessary at the end of the testing session.
  - At the end of each objective section and at the end of the testing session, reread any specific passages and/or questions as requested by the student.
4. While some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test item content is not permitted**. Do not converse with students about any test items. Try to respond to student questions by rereading instructions or test questions as needed.
5. A monitor must be present during the administration or the administration must be audiotaped. TAs and monitors must sign an *ELDA Security Affidavit Form for Alternative Response Options* to verify in writing that the student's responses were accurately recorded. This form is located on page C-11 of this appendix.

#### ***Signed Administration***

Prior to signed administrations, all TAs, translators, interpreters, and oral transliterators involved with a signed administration should 1) read and understand the security laws, regulations, and guidelines pages 2–10 in the *TAM*; 2) read the signed administration guidelines; 3) read the *TAM*; and 4) thoroughly review the prerecorded listening and speaking prompts and directions.

**Because there are no oral scripts, the materials may be reviewed up to 2 days before testing. All reviews must take place at the school with no students present and be coordinated through the STC with adherence to test security procedures.**

1. While reviewing the prompts and directions on the CD, pay particular attention to instances that will require slight changes to directions for them to be appropriate given the nature of the student's disability (e.g., I will now sign the instructions for the listening test).

## APPENDIX C

### TESTING STUDENTS WITH DOCUMENTED DISABILITIES

2. During the ELDA administration the following may be signed:
  - Listening prompts
  - Speaking prompts
  - Writing prompts
  - Scripted directions for listening, speaking, reading, and writing
3. **Allowable sign languages** – The ELDA may be signed in American Sign Language (ASL), Pidgin Signed English (PSE), or Signed Exact English (SEE).
4. TAs may sign, cue, or communicate through a sign language interpreter, translator, or oral transliterator scripted directions and answers to students' questions about the directions. Students should be given the opportunity to ask questions prior to the beginning of each section of the test. Scripted directions for each section of the ELDA are located in the *TAM* and should be followed verbatim to the greatest extent possible.
5. **Signed administration of the listening section** – There are no signing scripts or videotapes for the listening section of the ELDA. TAs may sign, cue, or communicate through a sign language interpreter, translator, or oral transliterator the prompts and directions on the CD for the listening section (what is typically heard via CD).
6. **Signed administration of the speaking section** – There are no signing scripts or videotapes for the speaking section of the ELDA. TAs may sign, cue, or communicate through a sign language interpreter, translator, or oral transliterator the prompts and practice questions on the CD for the speaking section (what is typically heard via CD). The students should sign their responses either directly to the TA, or through an interpreter, translator, or oral transliterator. The TA will score the responses using the Speaking Scoring Guide that is included with the testing materials.
7. A monitor must be present during the administration or the administration must be videotaped. TAs and monitors must sign an *ELDA Security Affidavit Form for Alternative Response Options* to verify in writing that the student's responses were accurately recorded. This form is located on page C-11 of this appendix.

**Note: If the sign in the directions or prompts would possibly cue the correct answer, then the word(s) should be finger spelled.**

#### F. RETURN PROCEDURES

##### 1. Identifying Student Materials

Write the appropriate demographic information on all audio/video cassettes or CDs used to record testing sessions, as well as drafts of dictated responses and braille responses. These should be returned with the test booklets.

## APPENDIX C

### TESTING STUDENTS WITH DOCUMENTED DISABILITIES

Responses typed on separate pages and responses using bold-line paper must be labeled. Demographic information that should be written on each page includes the district name, school name, student name, student ID, birth date, gender, subject, test booklet/answer document security number, grade level tested, and test item number.

#### 2. Labeling and Coding of the Form A and Customized Test Booklets/Answer Documents

- Place a preidentification or single document label on each test booklet. Test booklets/answer documents without labels will not be scored.
- Ensure that all applicable fields on the answer documents are coded correctly. The accommodations and/or modifications fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes.
- The contractor will not edit or verify any fields on the test booklet/answer document cover. If information is omitted or coded incorrectly, the test(s) may not be scored correctly. Rescores will be at the expense of the school district.

#### 3. Packaging of Test Materials

- Separate the completed test booklets/answer documents from the test materials for students who need to test later in the testing window.
- Putting the materials in numeric order by security number is recommended, but not required; this procedure may simplify signing in materials to the STC.
- Any separate sheets of paper with the student's final work must be stapled into the test booklet.
- Stack all test materials including all customized materials. They do not have to be boxed separately.
- Return all materials to the STC. Sign in secure materials on the School Security Checklist.

### G. ADDITIONAL INFORMATION

In this section, you will find the following:

1. *ELDA Security Affidavit Form for Alternative Response Options* – This page may be reproduced as needed.
2. *Special Circumstances Request Form* – Use this form to request an accommodation, modification, or supplemental device that is not specifically addressed in this appendix. This form may be reproduced as needed.



<p><b>APPENDIX C</b></p> <p><b>TESTING STUDENTS WITH DOCUMENTED DISABILITIES</b></p>
--

**ELDA Security Affidavit Form  
for Alternative Response Options**

An alternative method of responding to test items was required for the following student:

Student Name

Student SASI ID

\_\_\_\_\_

\_\_\_\_\_

District: \_\_\_\_\_

School: \_\_\_\_\_

Subject: \_\_\_\_\_

Grade: \_\_\_\_\_

I verify that the procedures for using one of the allowed response options were followed as specified in **Appendix C** of the ELDA Test Administration Manual (TAM). I verify that the student responses represent an authentic student assessment consistent with state test security laws and regulations.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Position

\_\_\_\_\_  
Name (if needed)

\_\_\_\_\_  
Position

Return this form to the DTC upon completion.



## APPENDIX C

### TESTING STUDENTS WITH DOCUMENTED DISABILITIES

#### OFFICE OF ASSESSMENT SPECIAL CIRCUMSTANCES REQUEST FORM FOR THE 2007 ADMINISTRATION OF ELDA

Student Name: \_\_\_\_\_ Student SASI ID#: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

Language domain area(s) for which circumstance or request will apply:

\_\_\_\_\_

Specific accommodation/modification requested or circumstance involved:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason for requesting accommodation/modification:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List of attached IEP documentation (i.e., instructional and assessment supports)\*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**\*No request will be accepted without evidence of instructional and assessment alignment.**

\_\_\_\_\_

\_\_\_\_\_

District Test Coordinator (Print)

District Test Coordinator Fax Number

\_\_\_\_\_

\_\_\_\_\_

District Test Coordinator (Signature)

Date

\_\_\_\_\_

\_\_\_\_\_

School Representative's Signature

Date

Please fax this form and appropriate documentation to Chris Webster at (803) 734-8886. You will receive notice of status by fax within 5 business days.



## **APPENDIX D**

### **FORMS**

In this appendix, you will find the following forms:

- **Agreement to Maintain Test Security and Confidentiality**  
(for District Test Coordinators and School Test Coordinators)
- **Agreement to Maintain Test Security and Confidentiality**  
(for Test Administrators, Monitors, or other appropriate personnel)
- **School Security Checklist**
- **ELDA Irregularities Form**
- **ELDA Do Not Disturb Sign**





STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION

Office of Assessment

**Agreement to Maintain Test Security and Confidentiality**

**For District Test Coordinators (DTCs) and School Test Coordinators (STCs)**

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of those individuals who serve as test coordinators, test administrators, and monitors; those who handle test materials; and/or those who use the results to follow test security laws, regulations, and procedures.

District and School Test Coordinators must provide appropriate training to help all personnel involved in testing have a common understanding of test security and appropriate testing practices. All individuals who assist in the distribution and packing of test materials and who administer or monitor the testing must be familiar with test security laws, regulations, and procedures, as well as with their responsibilities for each test.

The test administration manual for each test provides detailed test security information and administration guidelines. DTCs, STCs, Test Administrators, and monitors are expected to read and follow the instructions provided in these manuals. DTCs and/or STCs must distribute test administration manuals and other appropriate materials to TAs and monitors at least two weeks prior to the testing window. DTCs and/or STCs must review test security policies and procedures with them and must require them to read all appropriate materials.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide testing program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Achievement Challenge Test (PACT), or South Carolina Alternate Assessment (SC-ALT).

I acknowledge that I have read the test administration manual(s) for the test(s) I will be supervising and that I have provided appropriate training for all individuals involved in administering or monitoring the tests and/or handling test materials.

I understand that the tests are secure, confidential, and proprietary documents owned by the Department of Education. I hereby agree that I will not read or review test items within the test booklets unless instructed to do so by the directions within the Test Administration Manual. I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone. I will not keep, copy, reproduce, or use in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content. I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test, secure administration manual, oral administration script, or any other secure test materials. I will return all test materials promptly to the appropriate person(s). I will follow all of the state laws and regulations regarding testing ethics and test security. **I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.**

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Signature

---

Print Name

---

District and School

---

Date

1429 SENATE STREET COLUMBIA, SOUTH CAROLINA 29201 (803) 734-8492 FAX (803) 734-8624 WWW.ED.SC.GOV







STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION

**Office of Assessment**

**Agreement to Maintain Test Security and Confidentiality**

**For Test Administrators, (TAs), Monitors, or other Appropriate Personnel**

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of those individuals who serve as test coordinators, test administrators, and monitors; those who handle test materials; and/or those who use the results to follow test security laws, regulations, and procedures.

District and School Test Coordinators must provide appropriate training to help all personnel involved in testing have a common understanding of test security and appropriate testing practices. All individuals who assist in the distribution and packing of tests materials and who administer or monitor the testing must be familiar with test security laws, regulations, and procedures, as well as with their responsibilities for each test.

The test administration manual (TAM) for each test provides detailed test security information and administration guidelines. Test administrators, monitors and other appropriate personnel are expected to read and follow the instructions provided in these manuals. The TAM and other appropriate instructions must be distributed to these personnel at least one week prior to the testing window. DTCs and/or STCs must review test security policies and procedures with them and must encourage them to read all appropriate materials.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide testing program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Achievement Challenge Test (PACT), or South Carolina Alternate Assessment (SC-ALT).

I acknowledge that I have read the following sections of the TAM: test security laws and regulations, the test administrator and monitor sections, the Administration Directions, Appendix C and other appropriate information given to me about test security and/or my responsibilities regarding the test(s). I acknowledge that I have received appropriate training for administering or monitoring the tests and/or handling test materials.

I understand that the tests are secure, confidential, and proprietary documents owned by the Department of Education. I hereby agree that I will not read or review test items within the test booklets unless instructed to do so by the directions within the Test Administration Manual. I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone. I will not keep, copy, reproduce, or use in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content. I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test, secure administration manual, oral administration script, or any other secure test materials. I will return all test materials promptly to the School Test Coordinator or the District Test Coordinator. I will follow all of the state laws and regulations regarding testing ethics and test security. **I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.**

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*Signature*

---

Print Name

---

District and School

---

Date

1429 SENATE STREET COLUMBIA, SOUTH CAROLINA 29201 (803) 734-8492 FAX (803) 734-8624 WWW.ED.SC.GOV

*Spring 2007—ELDA Test Administration Manual*





**South Carolina English Language Development  
Assessment  
SCHOOL SECURITY CHECKLIST  
SPRING 2007 ADMINISTRATION**

**District: 0101 MIDDLEVILLE**

**School: 001 MIDDLEVILLE ELEMENTARY SCHOOL**

The following checklist contains all security numbers for test booklets and answer documents assigned to your school. To help you monitor the distribution of secure materials to test administrators, space has been provided next to each security number for you to enter the name of the test administrator receiving the material, the date each secure item is returned, and the reason any secure item was not returned when expected. Immediately inform your District Test Coordinator if a test booklet or answer document cannot be found after testing.

This checklist is for school use only. You have received one copy of this form. After completing the form, return a photocopy to the District Test Coordinator with each pickup of secure materials. Keep the original for your records.

**Summary of Materials Sent**

Item	Number of Items Sent	Secure Ranges Assigned
Grades 1-2 Reading, Writing, Listening, and Speaking Test Booklets	5	11000036-11000040
	5	11000041-11000045
	5	11000046-11000050
	5	11000051-11000055
	5	11000056-11000060
	5	11000061-11000065
	5	11000066-11000070
	5	11000071-11000075
	5	11000076-11000080
	5	11000081-11000085
Item	Number of Items Sent	Secure Ranges Assigned
Grades 3-5 Answer Documents	5	32000141-32000145
	5	32000146-32000150
	5	32000151-32000155
	5	32000156-32000160
	5	32000161-32000165
	5	32000166-32000170
	5	32000171-32000175
	5	32000176-32000180
	5	32000181-32000185
	5	32000186-32000190
	5	32000191-32000195
	5	32000511-32000515
	5	32000516-32000520
	5	32000521-32000525
	5	32000526-32000530
	5	32000531-32000535
	5	32000536-32000540
	5	32000541-32000545







**APPENDIX D**  
**FORMS**

**ELDA Do Not Disturb Sign**

There is a “Do Not Disturb” sign on the reverse side of this page.  
Please instruct the TA to post this sign on all doors of the testing room.  
You may make as many copies of this sign as you need.

**DO NOT DISTURB**

*ELDA*

**Testing is taking place  
in this room.**



## APPENDIX E

### MONITOR'S SECTION

#### MONITOR REQUIREMENTS

- The use of monitors is recommended to facilitate the administration of the tests and to ensure that test security is maintained.
- A monitor can be a teacher's aide, a parent, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors).
- Monitors cannot be in rooms where their close relatives are being tested.
- It is **not** permissible for a monitor to be left in charge of a test administration session; the TA should remain with the students and send the monitor out in case of an emergency.
- The STC must review testing procedures, test security, and duties with monitors.

#### MONITOR RESPONSIBILITIES AND DUTIES

- Monitors are required to walk around the room during testing to check that students are marking their answers in the correct sections of the answer documents. It is permissible to alert students that their answers are being marked in the wrong sections of the answer documents. **However, it is not permissible to stop and read test items or students' responses in students' test booklets.**

The following is a list of duties that should be performed by a monitor.

- Distribute and collect materials needed during testing (e.g., No. 2 pencils, test booklets/answer documents, paper) as directed by the TA.
- Ensure that students receive the correct test booklets/answer documents.
- During testing, ensure that students
  - ✓ receive additional sharpened No. 2 pencils when needed,
  - ✓ follow directions,
  - ✓ mark their responses in the appropriate area of the test booklet/answer document,
  - ✓ use only the allowable supplemental materials specified in this manual, and
  - ✓ do not give or receive help from other students.
- Help maintain test security.
- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure that they do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools where examinees are permitted to leave the testing room early.
- Retrieve additional test materials from the STC if needed during testing.
- Serve as a messenger between the TA and STC during testing, if an emergency occurs. (Monitors may leave the room for short periods of time to relay messages.)

## **APPENDIX E**

### **MONITOR'S SECTION**

#### **ADMINISTRATIVE GUIDELINES**

##### **TEST ITEMS ARE SECURE**

While the ELDA K–2 items are not secure, they should not be widely disseminated. ELDA 3–12 test items are secure. It is not permissible for monitors, TAs, STCs, DTCs, parents, principals, or other school personnel to open test booklets for the purpose of reading test items.

Do not leave secure materials unattended at any time. If a TA must leave the room before testing begins, the test booklets should be placed in a secure, locked cabinet, closet, drawer, etc., or all test booklets should be taken with the person.

Monitors, TAs, STCs, and other school and district personnel (including principals, assistant principals, and guidance counselors) are not permitted to read test items before testing, during testing, or after testing.

Teachers should not discuss test items with students even if students ask questions about content on the tests. TAs should take extra care when reviewing subject content or answering questions during the testing period.

After testing, access to secure materials is restricted to make-up testing sessions and **supervised** sessions for completing or editing demographic codes on student test booklet/answer document covers.

##### **TEST SECURITY AGREEMENT FORMS**

All school and district personnel who will have access to secure test materials are asked to sign the *Agreement to Maintain Test Security and Confidentiality* form. Two types of forms are available for district/school use. One form is for DTCs and STCs; the other form is for TAs, monitors, and all other personnel who may assist with testing. Test security forms should be signed after each person has participated in ELDA training. The DTC is responsible for collecting and storing the forms for three years.

These forms are provided in **Appendix D**. They may be copied. Districts may add their own test security agreements.

##### **CODING OF DEMOGRAPHIC INFORMATION ON TEST BOOKLETS AND ANSWER DOCUMENTS**

Sessions supervised by the STC for the coding of student demographic information may be held no more than two weeks before testing. Access to the test booklets and answer documents is restricted to the labeling and coding of the outside and inside of the front covers (pages 1 and 2) of the test booklets and answer documents.

## APPENDIX E

### MONITOR'S SECTION

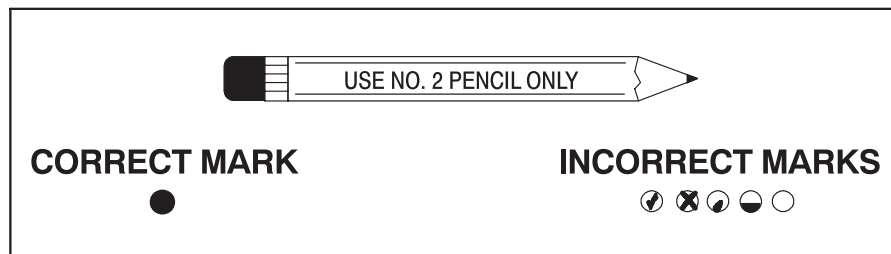
#### **POLICY ON USE OF ELECTRONIC COMMUNICATION, IMAGING, AND PHOTOGRAPHY DEVICES**

Students **may not** bring into the testing location **any electronic or other device** that can be used for communicating, timing, or imaging. These devices include, but are not limited to, cell phones, pagers, beepers, headphones, stopwatches, electronic translators, hand-held devices, PDAs, or any electronic imaging or photographic device.

#### **TEST ADMINISTRATOR AND MONITOR PARTICIPATION DURING TESTING**

During testing, TAs are encouraged to walk around the room to check that students are following the directions for appropriately darkening bubbles for multiple-choice items, and working on the lines or in the space for constructed-response items.

The diagram below shows an example of correctly and incorrectly marked bubbles.



If a problem is detected, such as a student drawing a single line through a bubble, it is permissible to alert the student. It is also permissible to give general reminders to the class. For example, the TA could say “Remember to do a good job of erasing if you need to change an answer.”

While walking around the classroom, it is also permissible for TAs to check that students are following the directions for marking their responses in the correct section of the answer document. For example, answers to questions in the reading test must be marked in the corresponding section of the answer document. The TA may remind students that writing responses must remain inside the page border to be scored.

TAs should remind students to complete all questions in a given section of the test. The TA may say to the class “Remember to continue working until you come to the stop sign.”

It is not permissible, however, to stop and read test items or students’ responses in their test booklets/answer documents or to indicate to students that they should change their answers in any way. TAs should **not** look through the students’ test booklets/answer documents after they are turned in to make sure that all questions were answered.

## **APPENDIX E**

### **MONITOR'S SECTION**

#### **TESTING NOTIFICATION**

DTCs and STCs should make sure that students and their parents or guardians are notified about the testing schedule. All parents should be told in advance the dates and times each subject will be administered.

Parents should be notified, **in advance**, of any special conditions that will apply to the testing of their children.

#### **TESTING DAYS AND HOURS**

As stated in the State Board Regulations, all schools must administer tests on the dates specified by the SDE. Districts should determine policies for the testing hours in their schools. Testing may begin at any time during school hours that allows sufficient time for students to complete the assigned test. For example, a test could begin at 1 P.M., providing that school hours continue to 3 P.M. or later.

- The ELDA is not a timed test. Therefore, students should be given as much time as they need to complete each section of the test. Since some students may take a much longer time period to finish testing than other students, districts should develop guidelines for schools to follow regarding what TAs may tell students who have completed and turned in their test for that day.
- The length of time the school can allow a student to continue working on a test is dependent upon the student, the testing situation, and the information available to the TA. As long as the student actively works on items (e.g., bubbling responses and writing), the TA must allow the student to continue with the test.
- District policy should dictate whether staying after school to administer or take tests is an acceptable option. ELDA tests, however, must begin and end on the same day unless the student has an IEP specifying administration of a single test over several days.

#### **APPROPRIATE TEST ENVIRONMENT**

Planning for and providing an appropriate test setting is essential. The following are some considerations for ensuring that all students have an equal opportunity to perform their best on the ELDA.

- Students should be tested in rooms that have good lighting, adequate ventilation, and sufficient space.
- Schools are strongly encouraged to avoid large-group administrations in settings such as the library or cafeteria.
- Testing in a familiar classroom setting should reduce test anxiety for students and should simplify test security.

## APPENDIX E

### MONITOR'S SECTION

- Freedom from interruptions or distractions is important to any testing environment; the classroom should be quiet. A “Do Not Disturb” sign is included in **Appendix D**; it may be removed from this manual and taped to the outside of the classroom door.
- Word walls must be taken down or covered during any type of testing. Any other subject-related materials must be covered or removed from the walls, doors, windows, student desks, floors, ceilings, or windows before test administration begins.

#### MAKE CONTINGENCY PLANS FOR DISRUPTIONS DURING TESTING

Make contingency plans for unexpected disruptions. Schools should have policies and procedures in effect for classroom disturbances that interrupt testing. TAs should know how to handle disruptions such as unruly students, students arriving to school late, parents wanting to pick-up children during the test period, etc.

#### FIRE DRILLS, BOMB THREATS, POWER FAILURE, STORMS, DEATH

If a **fire drill or bomb threat** occurs during testing, the TAs should collect the booklets and other secure materials as the students file out of the room. The TA can keep the booklets secure by taking them outdoors or locking them in a secure location within the classroom.

If a power failure occurs early in the day, wait a reasonable amount of time to determine if testing can begin or resume on that day. If power is off for several hours, reschedule the test administered that day to another day within the state testing window.

#### TESTING IRREGULARITIES

Often incidents occur during testing that may impact a student's score. Testing irregularities are defined as any situation that interferes with the usual or prescribed testing procedure as specified in the *TAM*. For example, a student may become ill or a disruptive student may disturb classmates taking the test.

STCs and DTCs need to be informed of these situations so that a decision can be made regarding the validity of the student's score. The *Test Irregularity Form*, found in **Appendix D**, is provided for this purpose.

TAs should report any incident on the form that is believed to significantly affect a student's score. It is not necessary to record minor incidents such as a sleeping student, a daydreaming student, a student reading aloud, or accidental noises such as a garbage truck or the Public Address system.

**STCs, in conjunction with the DTC, should collect and review the irregularities to determine if the school or district should take further action.** Some irregularities may necessitate the invalidation of test scores or the addition of an explanation to a student's record. If the decision is to invalidate a student's score, remember to place an unscorable document label on the test booklet/answer document.

Each DTC must keep the *Test Irregularity Forms* on file for one year. **Do not send these forms to the test contractor.**

## **APPENDIX E**

### **MONITOR'S SECTION**

#### **STUDENT CHEATING**

When cheating is suspected, the school should follow policies and procedures established by the district for investigating and documenting this type of incident. If cheating is confirmed, the STC may choose to place an unscorable document label on the student's test booklet/answer document before it is returned to the contractor. The STC should also attach a note to the student's score report indicating the violation and stating that the specific scores may not be representative of the student's achievement. It is not necessary to report student cheating to the SDE.

#### **STUDENT ILLNESS OR HOSPITALIZATION**

Students who are described by a doctor as "physically and/or mentally unable to test" or "medically unable to attend school" during regular and make-up testing should be added to the "Students Not Tested on ELDA Report." Be sure to request the proper medical documentation from the parents following the Guidelines provided by the Office of Research in their 2006 memo. Place an unscorable document label on each of the student's test booklets and answer documents before it is returned to the contractor.

#### **STUDENT INJURY**

Students who suffer injuries may be scheduled for make-up testing if the student's condition warrants this delay. If a student cannot write or bubble answers because of an injury, such as a broken arm, the testing may be delayed until the make-up days and the student may follow any of the options listed as an accommodation on **pages C5 – C9 of Appendix C**. These accommodations include changing the setting, timing, scheduling, presentation, or using one of the alternative response options. For example, some students find it easier to use a computer to type responses when they have a broken finger, broken wrist, or a broken arm. Other alternatives include having the student indicate the answer choices non-verbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in **Appendix C**.

#### **STUDENT BECOMES ILL DURING TESTING**

If a student is nauseated, vomits, bleeds, or displays other severe distress symptoms, the following guidelines offer appropriate actions for the TA and the STC to implement as needed. For any of these situations, document the incident in the student's records, indicating that the specific score may not be representative of the student's achievement.

## **APPENDIX E**

### **MONITOR'S SECTION**

#### **GUIDELINES FOR STUDENTS WHO BECOME ILL DURING TESTING**

1. The TA should excuse the sick student from the testing room. The TA should not leave the room. If possible, send a monitor to accompany the child to the restroom, nurse's office, or other sick room.
2. If necessary, school procedures for dismissing students from the room should be followed as specified by school policies and procedures. Students should take a supervised break until the sick child is situated and the student's desk and the classroom have been cleaned. The determination to remove students from the classroom depends on the severity and the timing of the sickness. If available, students could be moved to another classroom to complete the test.
3. The TA can retrieve and save the student's test booklet/answer document for further use if it was not severely damaged. Reusable test booklets/answer documents are those that can be scanned by a machine and therefore scored.
4. It is acceptable to transfer student responses from the damaged test booklet/answer document to a new test booklet/answer document (obtained from the school overage) if the transcription can be accomplished in a safe, supervised, and secure manner.
5. The TA should return the partially completed test booklet/answer document to the STC, sign in the test booklet/answer document, and add the sick student's name to the make-up roster.
6. Damaged test booklets/answer documents should be destroyed or disposed of in a secure manner (e.g., shredding, burning) and this action must be documented on the Security Checklist so that test integrity is maintained at all times.
7. If a new test booklet is needed during make-up testing, obtain the appropriate grade level and subject booklet (and answer document, if applicable) from school overage, remembering to sign the materials "out" and "in" on the security checklist at the appropriate times. The security number of the new test booklet/answer document must be entered in the appropriate place on the security checklist.
8. Remember to place a single document label on the new test booklet/answer document and handcode all student demographic information. Follow the directions provided in **Appendix A**.

## **APPENDIX E**

### **MONITOR'S SECTION**

#### **LEGAL REQUIREMENTS FOR TEST SECURITY**

S.C. Code Ann. § 59-30-10 (i) (1990) requires the State Board of Education, through the State Department of Education, to provide for the security and integrity of the tests that are administered under the assessment program.

S.C. Code Ann. § 59-1-445 (Supp. 2002) addresses violations of mandatory test security regulations and procedures, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
  - (a) Give examinees access to test questions prior to testing;
  - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
  - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
  - (d) Make answer keys available to examinees;
  - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
  - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall investigate allegations of violations of mandatory test security, either on its own initiative following receipt of allegations, or at the request of a school district or the State Department of Education.

The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.



## **APPENDIX E**

### **MONITOR'S SECTION**

- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the State Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

#### **STATE BOARD REGULATIONS**

S.C. Code Ann. § 59-1-447 (1990) requires the State Board of Education to establish detailed mandatory test security procedures by regulation.

The State Board of Education promulgated revised test security regulations that became effective June 27, 2003. These regulations, 24 S.C. Code Ann. Regs. 43-100 (Supp. 2003), are reprinted below:

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
  - A. The statewide tests, as defined in the State Board of Education Regulation 43-262, including field tests and pilot tests;
  - B. Examinations for admission to teacher education programs and teacher certification examinations;
  - C. Examinations for admission to programs such as the gifted and talented program;
  - D. The High School Equivalency Program test (GED).
- II. As used in this regulation, “local school board” means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district owned materials that are the same as those used in any State-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the State Department of Education (SDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.

## **APPENDIX E**

### **MONITOR'S SECTION**

- V. State-owned test materials and district-owned materials that are the same as those utilized in any State-mandated testing program must not be used for census testing in the grades included in the State-mandated program(s) except on testing dates specified by the State Department of Education.
- VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SDE.
- VII.
  - A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;
  - B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).
- IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
  - A. Failing to administer tests on the test dates specified by the SDE.
  - B. Failing to maintain an appropriate testing environment, free from undue distractions.
  - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
  - D. Providing examinees with access to test questions or specific test content prior to testing.
  - E. Providing examinees with access to answer keys prior to or during testing.
  - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content.

## **APPENDIX E**

### **MONITOR'S SECTION**

- G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test.
- H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
- I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during, or after testing.
- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization, modifications) than appropriate.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.

## APPENDIX E

### MONITOR'S SECTION

- XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division (SLED).
- XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the State Department Education at the discretion of the State Board of Education.
- XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credentials of an educator may be suspended or revoked based on evidence of violation of test security provisions.

#### TEST SECURITY VIOLATIONS AND STUDENTS WITH DISABILITIES

DTCs and STCs should work closely with special educators at the school level to ensure that all accommodations and modifications are provided for students with disabilities in accordance with each student's individualized education program (IEP) or 504 Plan.

The State Board of Education Regulations 24 S.C. Code Ann 59 (Supp 2003) state that **not providing** accommodations (to include customized test forms and modifications) as specified for students with IEPs or 504 Plans **or** providing **more** accommodations (customization, modifications) than specified are considered breaches of professional ethics that may jeopardize the validity of the inferences made on the basis of test data. As such, these actions are viewed as security violations that could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.

In the event of a test security violation involving testing accommodations or modifications for students with disabilities, the DTC must report the test security violation in accordance with the procedures outlined in the previous section.

**The school/district must also convene the IEP/504 Plan team to review the test security violation.**

During the meeting of the IEP/504 Plan team, the team may consider only the testing accommodations or modifications as written in the IEP/504 Plan and may not change the accommodations or modifications specified in the plans. The team must address the test security violation as follows. If a student

- **received a modification** that is not specified in the IEP/504 Plan, the team must invalidate the test administration by placing a Do Not Score label on the student's test booklet/answer document.
- **received an accommodation** that is not specified in the IEP/504 Plan, the team must determine whether the unauthorized accommodation causes the test administration to be invalid.
- **did not receive a testing accommodation or modification** that is specified in the IEP/504 Plan, the team must determine whether the test administration is valid without the specified accommodation and/or modification.

## **APPENDIX E**

### **MONITOR'S SECTION**

If the IEP/504 Plan team determines that

- the test administration is valid, the test is returned for scoring. Remember to mark the correct accommodations and modifications codes on the front cover of the student's test booklet/answer document.
- the test administration is not valid, the district must invalidate the test by placing a Do Not Score label on the student's test booklet/answer document, report the violation to the SDE, and return the test booklet/answer document to the contractor.





STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION

**Office of Assessment**

**Agreement to Maintain Test Security and Confidentiality**

**For Test Administrators, (TAs), Monitors, or other Appropriate Personnel**

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of those individuals who serve as test coordinators, test administrators, and monitors; those who handle test materials; and/or those who use the results to follow test security laws, regulations, and procedures.

District and School Test Coordinators must provide appropriate training to help all personnel involved in testing have a common understanding of test security and appropriate testing practices. All individuals who assist in the distribution and packing of tests materials and who administer or monitor the testing must be familiar with test security laws, regulations, and procedures, as well as with their responsibilities for each test.

The test administration manual (TAM) for each test provides detailed test security information and administration guidelines. Test administrators, monitors and other appropriate personnel are expected to read and follow the instructions provided in these manuals. The TAM and other appropriate instructions must be distributed to these personnel at least one week prior to the testing window. DTCs and/or STCs must review test security policies and procedures with them and must encourage them to read all appropriate materials.

I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide testing program: English Language Development Assessment (ELDA), End-of-Course Examination Program (EOCEP), High School Assessment Program (HSAP), Palmetto Achievement Challenge Test (PACT), or South Carolina Alternate Assessment (SC-ALT).

I acknowledge that I have read the following sections of the TAM: test security laws and regulations, the test administrator and monitor sections, the Administration Directions, Appendix C and other appropriate information given to me about test security and/or my responsibilities regarding the test(s). I acknowledge that I have received appropriate training for administering or monitoring the tests and/or handling test materials.

I understand that the tests are secure, confidential, and proprietary documents owned by the Department of Education. I hereby agree that I will not read or review test items within the test booklets unless instructed to do so by the directions within the Test Administration Manual. I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone. I will not keep, copy, reproduce, or use in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content. I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secure test, secure administration manual, oral administration script, or any other secure test materials. I will return all test materials promptly to the School Test Coordinator or the District Test Coordinator. I will follow all of the state laws and regulations regarding testing ethics and test security. **I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.**

---

*Signature*

---

Print Name

---

District and School

---

Date

1429 SENATE STREET COLUMBIA, SOUTH CAROLINA 29201 (803) 734-8492 FAX (803) 734-8624 WWW.ED.SC.GOV













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The South Carolina Department of Education does not discriminate on the basis of race, color, national origin, gender or handicap in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Director of the Office of Human Resources, 1429 Senate Street, Columbia, SC 29201, 803-734-8781.